DOCUMENT RESUME

ED 480 416 SO 035 143

AUTHOR	O'Connell, Libby Haight; Gordon, Sarah; Suisman, David
TITLE	Save Our History: Our Documents.
INSTITUTION	A&E Network, New York, NY.
PUB DATE	2003-00-00
NOTE	36p.; Published biannually. Theme issue. For the Spring 2003 issue, see SO 034 552.
AVAILABLE FROM	A&E Television Networks, 235 East 45th Street, New York, NY 10017 ($3.95). Web site: Web site: http://www.aetv.com/class/theideabook/.
PUB TYPE	Collected Works - Serials (022) -- Guides - Classroom - Teacher (052)
JOURNAL CIT	Idea Book for Educators; Fall 2003
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; Art History; *Artists; *Biographies; National Standards; Primary Sources; Secondary Education; Social Studies; *Television Viewing; *United States History; *World History
IDENTIFIERS	*Castro (Fidel); *Lewis and Clark Expedition; National History Standards; Pyramids; Van Gogh (Vincent)

ABSTRACT

The Fall 2003 Idea Book features: "Save Our History Study Guide: Our Documents"; "History International Study Guide: Pyramids"; "The History Channel Study Guide: Lewis and Clark" (Ideas from Our Teachers Contest Rules; Ideas from Our Teachers Context Winners); "A&E Classroom Study Guide: Post Impressionists"; and "The Biography Channel Study Guide: Fidel Castro." Each of the study guides addresses national standards and curriculum links; provides a vocabulary, discussion questions, and learning activities; and lists Web sites and books. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 416

Save Our History Our Documents. The Idea Book for Educators, Fall 2003.

Libby Haight O'Connell
Sarah Gordon
David Suisman

A&E Network, New York, NY.

SO 035 143

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. O'Connell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Fall 2003 A&E and The History Channel in your Classroom

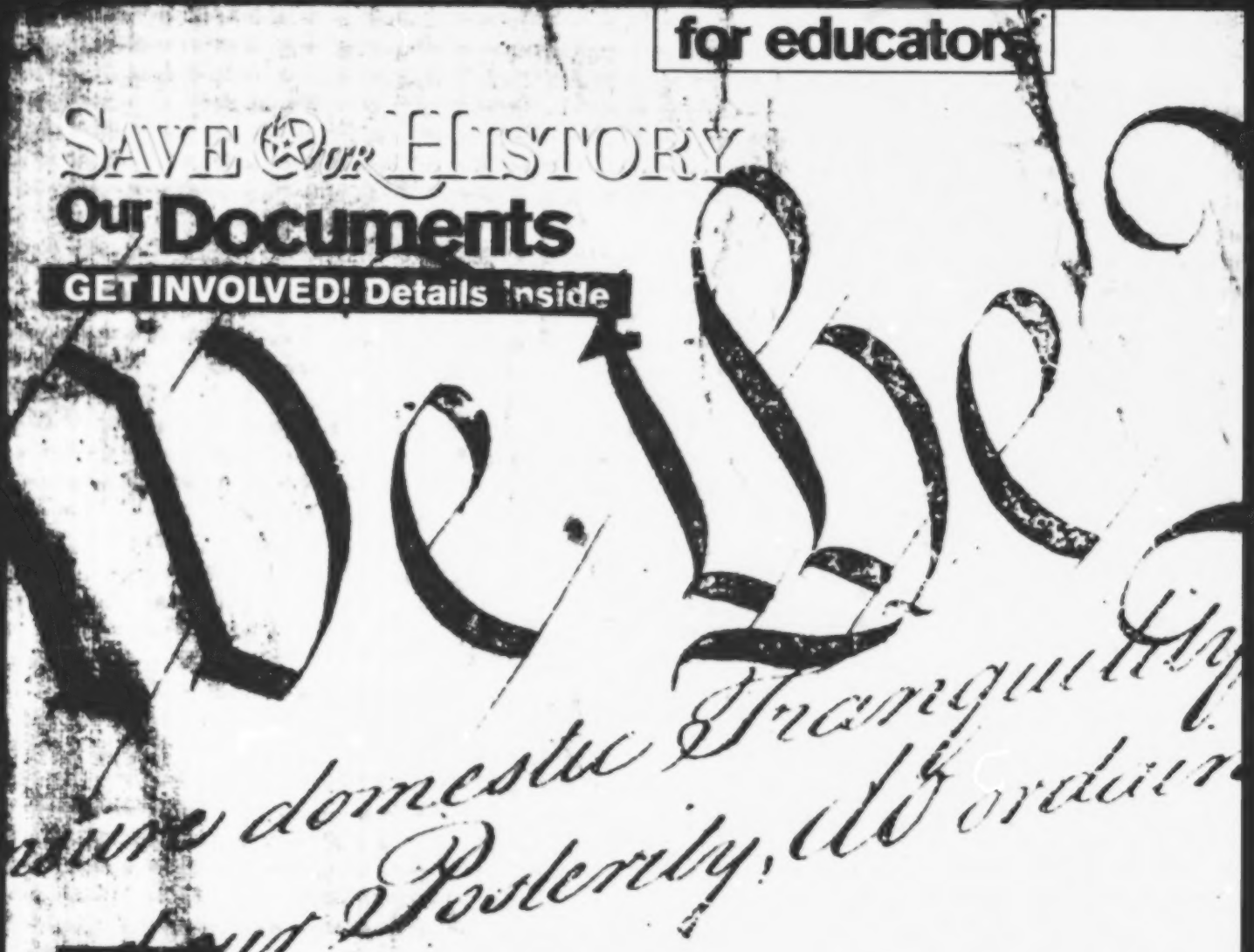
idea book

for educators

Save Our History

Our Documents

GET INVOLVED! Details inside



plus:

Hispanic Heritage Month

Post Impressionists

BIOGRAPHY®:

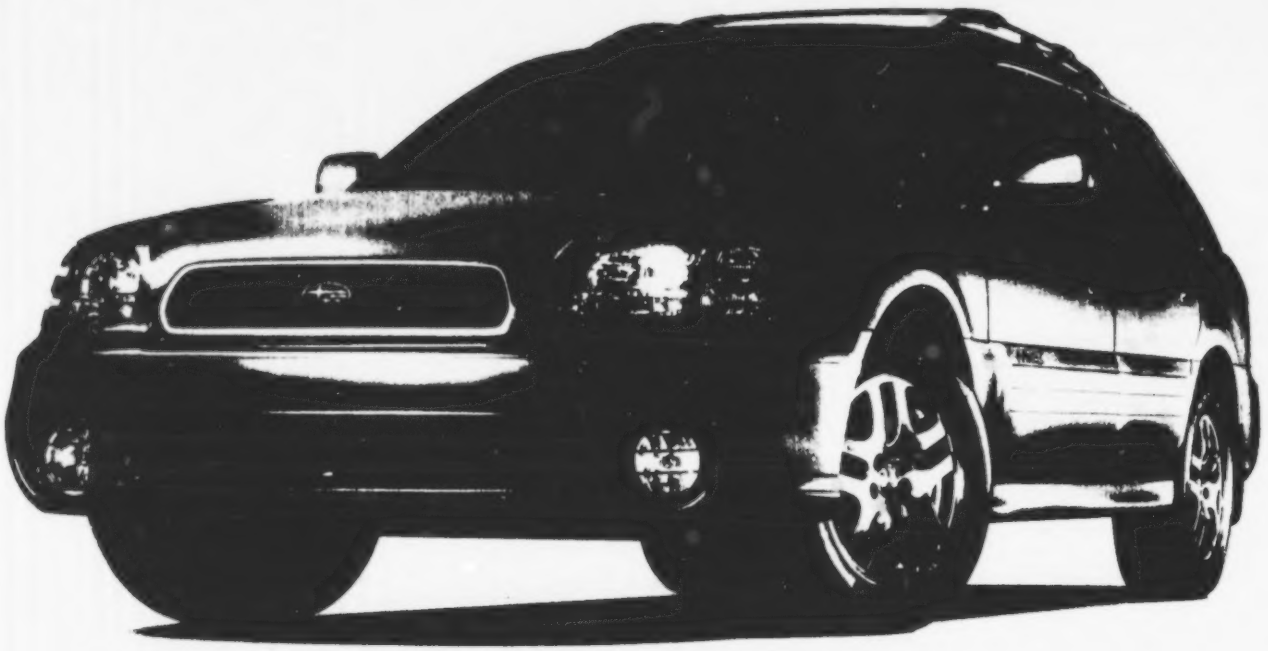
Fidel Castro

BEST COPY AVAILABLE

A&E CLASSROOM H CLASSROOM The Biography Channel INTERNATIONAL

"IF YOU'RE TOUGH

ENOUGH, EVERY ROAD SEEMS FLA



SUBARU OUTBACK®

The Symmetrical All-Wheel Drive System inside the Subaru Outback gives it the off-road capabilities of the toughest SUV. While the horizontally opposed boxer engine and lower center of gravity give Outback the handling and stability of a car. For a combination that buries the competition. 1-800-WANT-AWD.

SUBARU

DRIVEN BY WHAT'S INSIDE™

The ABC's of Safety: Air bags. Buckle up. Children in backseat.

BEST COPY AVAILABLE

subaru.com

idea book
for educators

Contents

Save Our History™ study guide:
Our Documents 2
National History Day 5
History International™ study guide:
Pyramids 6
The History Channel® study guide:
Lewis and Clark 8
Ideas from Our Teachers Contest Rules 11
Ideas from Our Teachers Contest Winners 12
A&E Classroom® study guide:
Post Impressionists 14
The **Biography**® Channel study guide:
Fidel Castro 16
Bio of the Year Essay Contest Rules 18
Video Tips for Teachers 19

A&E TELEVISION NETWORKS
PRESIDENT & CHIEF EXECUTIVE OFFICER
Nickolas Davatzes

EXECUTIVE EDITOR
Libby Haight O'Connell, Ph.D.

BUSINESS MANAGER
Mead Rust

CONTRIBUTING WRITERS
Libby Haight O'Connell, Ph.D.
Sarah Gordon
David Suisman, Ph.D.

ART DIRECTOR
Madeline Gleason

GRAPHIC DESIGNERS
Joshua Rubin
Charnelle Anderson

CONTRIBUTING EDITORS
Danielle McAuley
Brenda Brohn
Cara Tocci

THE HISTORY CHANNEL SCHEDULING
Richard Giraud

A&E SCHEDULING
John Griffin
Ken Hinegardner

PRINT PRODUCTION
Dawn Attridge
Laura Petraglia

PHOTOS
Ian Luce
Christina Wright

Please send questions to:
classroom@aetn.com
or fax us at 212.551.1540

The Idea Book for Educators is published twice a year by A&E Television Networks.

The fall school season gives a fresh start, with new faces, new ideas, and second chances. It is also a time for new materials, for clean pads of paper and shiny stiff text books. But because of cutbacks this year, more schools than ever will be making do with materials that are outdated, more than a little frayed, and in short supply. We know that many teachers end up reaching into their own pockets to buy the supplies they need for their classes. In this semester's edition of *The Idea Book for Educators*™, we have gathered a collection of free resources for you and your students, in print, online, and on television. From interactive Web sites to historical documents, these materials can help inspire your students to explore new worlds of learning. And almost all the resources are free!

This semester, our **Save Our History**™ campaign is proud to work with the National Archives and National History Day on *Our Documents*, with its fabulous source book available at no cost to educators (see page 2 for details). Look for our special programming for Hispanic Heritage month, which runs from September 15th through October 15th (inside back cover). And, for those of you who teach expository writing, current events, or civics, please encourage your class members to enter the **Biography**® of the Year essay contest. Last year we had more than 6,000 entries for the $5000 scholarship from **A&E.**. Every student who hones his or her writing ability through this contest ends up a winner.

Libby H. O'Ell

Libby H. O'Connell, Ph.D.
Vice President
Educational Initiatives

BEST COPY AVAILABLE

A&E CLASSROOM H CLASSROOM THE Biography CHANNEL INTERNATIONAL

The History Channel® presents

SAVE OUR HISTORY.
Our Documents

A Town Hall Meeting and an Original Documentary

THE HISTORY CHANNEL.

premiere: **This Fall** (Check your local listings)

classroom: **January 29-30**

THE HISTORY CHANNEL.

HistoryChannel.com/classroom

the idea book for educators

Save Our History™ is our award-winning national campaign dedicated to historic preservation and history education. During the fall of 2003, **Save Our History** will be working with National History Day and the National Archives on the *Our Documents* project, which looks at the great documents in the archives' collection. One of the outstanding aspects of this project is the free teacher resources that have been created. We are using this space to introduce you to the project and the resources available online and in print.

The History Channel will air two programs for the *Our Documents* project. The first is a televised Town Meeting aimed at young people at which participants will discuss the meaning and role of historic documents. Viewers can take part by voting on which documents relating to American History they believe to be the most important. The second event is an hour-long documentary on the preservation technology used by the National Archives and the hidden "greats" in their massive collection. (Tentatively scheduled for late September and December 2003 respectively; please check local listings for airdates and times.)

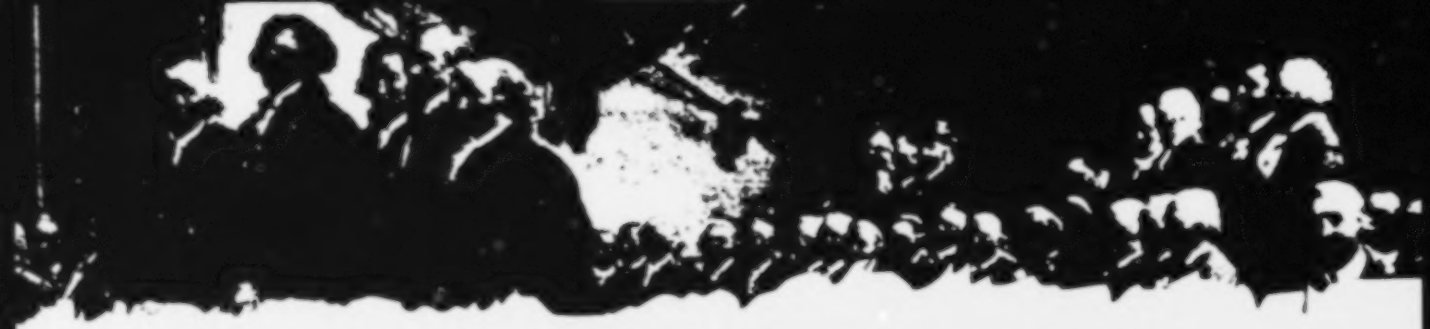
introduction

This year marks the bicentennial of the Louisiana Purchase, in which a young United States acquired the Mississippi River, nearly 828,000 square miles of land, including fertile farmland and natural resources, and the crucial port city of New Orleans for $15 million.[1] The following lesson on then-President Thomas Jefferson and the debate over how the Constitution might accommodate territorial expansion is excerpted from the *Our Documents Teacher Sourcebook*, a free resource created by National History Day, Inc. in cooperation with the National Archives that transports educators back in time to 100 critical moments in our nation's history. As part of this initiative **The History Channel** is sponsoring the 2003-2004 sourcebook that will be available in the fall of 2003. For a free copy of the book send an e-mail to **info@nationalhistoryday.org** or visit **www.ourdocuments.gov**.

excerpt: *The Constitutional Construction Debate*

Though the Louisiana Purchase, supported by President Jefferson, seemed like one sweet deal, not everyone was impressed. President Jefferson wasn't sure it was constitutional to purchase land by treaty. He also had a question about whether communities of people living in the Louisiana Territory could be organized into states and its citizens brought into the country on an equal footing with other U.S. citizens. Despite his worries about whether constitutional amendments should be added to grant this permission, he recommended that the Senate ratify the terms of the treaty without further talk of amendments. He later defended his decision on these grounds:

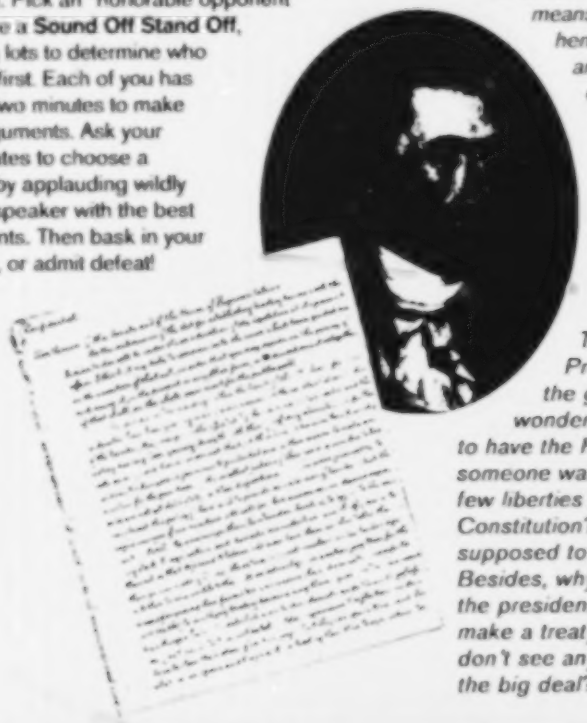
> A strict observance of the written laws is doubtless one of the highest duties of a good citizen, but it is not the highest. The laws of necessity, of self-preservation, of saving the country when in danger are of higher obligation.



To lose our country by a scrupulous adherence to written laws, would be to lose the law itself...thus absurdly sacrificing the end to the means....It is incumbent on [the duty of] those only who accept great charges, to risk themselves on great occasions, when the safety of the nation, or some of its very high interests are at stake. An officer is bound to obey orders; yet he would be a bad one who should do it in cases for which they were not intended, and which involve the most important consequences. The line of discrimination between cases may be difficult; but the good officer is bound to draw it at his peril; and throw himself on the justice of his own country, and the [rightness] of his own motives.[2]

activity

Review the U.S. Constitution, Article I, section 8, last paragraph; Article II, section 1; and Article IV. Then write a two minute **Sound Off** choosing either one of the statements below as inspiration for your remarks. Pick an "honorable opponent" and have a **Sound Off Stand Off**, drawing lots to determine who speaks first. Each of you has exactly two minutes to make your arguments. Ask your classmates to choose a winner by applauding wildly for the speaker with the best arguments. Then bask in your triumph, or admit defeat!



Position 1

Who is President Jefferson kidding? This argument is nothing but an effort on his part to circumvent the Constitution. What it means is that if he doesn't want to be hemmed in by the Constitution, he and the Congress can simply choose not to obey it. This time it's "crucial" because of a worthless expanse of grass and woods? What next? Why, it's an absolute recipe for tyranny!

Position 2

This is a fine example of President Jefferson having the good sense not to lose a wonderful opportunity! We're going to have the French off our backs, and someone wants to protest his taking a few liberties with the language of the Constitution? The Constitution is supposed to be a flexible document. Besides, why wouldn't we assume that the president and the Senate could make a treaty to buy some land? I don't see any rule against it. What's the big deal?

for educators

HistoryChannel.com/classroom

notes

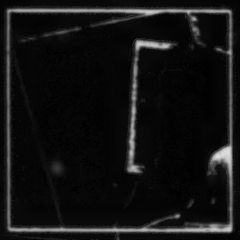
1. John M. Blum, et al., *The National Experience, A History of the United States* (New York: Harcourt Brace Jovanovich, Inc., 1981), 173.

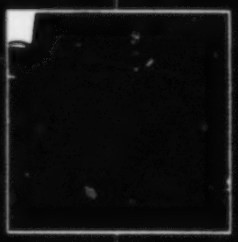
2. Robert M. Johnstone, *Jefferson and the Presidency: Leadership in the Young Republic* (Ithaca, NY: Cornell University Press, 1978), 74.

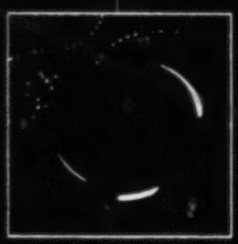
BEST COPY AVAILABLE

SAVE OUR HISTORY™

Dedicated to Historic Preservation and History Education







SAVE HISTORY

DEDICATED TO HISTORIC PRESERVATION AND HISTORY EDUCATION

In January 2004, **The History Channel**® will launch its signature *Save Our History*™ initiative, a national program dedicated to preserving our nation's history. In towns across the U.S., **The History Channel** and *Save Our History* will partner with mayors' offices, historical societies, local cable providers, and schools to restore cherished national and local landmarks.

The History Channel is committed to *Save Our History*'s original mission of history education and history preservation – on the network, in the community and in the classroom.

The History Channel challenges schools and teachers around the country to join us in this major national initiative. To learn more about what *Save Our History* is doing in your community send us an email at savehistory@aetn.com.

Visit us online at SaveOurHistory.com to learn more about these programs:

- Save Our Sounds
- American Lighthouses
- USS Arizona
- The Missouri River Project
- Frontier Homes
- The Star-Spangled Banner
- America's Most Endangered and *Alive!*

BEST COPY AVAILABLE

SaveOurHistory.com

2003 AETN

THE HISTORY CHANNEL
WHERE THE PAST COMES ALIVE

idea book

for educators™

idea book
for educators™

Request form for Spring 2004
In order to receive the Spring 2004 issue please fill out this card and drop in the mail. We need your help to reach more teachers! Please give the additional card to one of your colleagues.

Please print clearly *required ☐ Please check here if this is a new mailing address

*name:

*school:

*address:

*city: *state: *zip code:

*email: phone: fax:

I teach the following subjects:

grade: grade:

The local cable operator for my school is:

Visit us online at AETV.com/class or HistoryChannel.com/classroom.

idea book
for educators™

Request form for Spring 2004
In order to receive the Spring 2004 issue please fill out this card and drop in the mail.

Please print clearly *required ☐ Please check here if this is a new mailing address

*name:

*school:

*address:

*city: *state: *zip code:

*email: phone: fax:

I teach the following subjects:

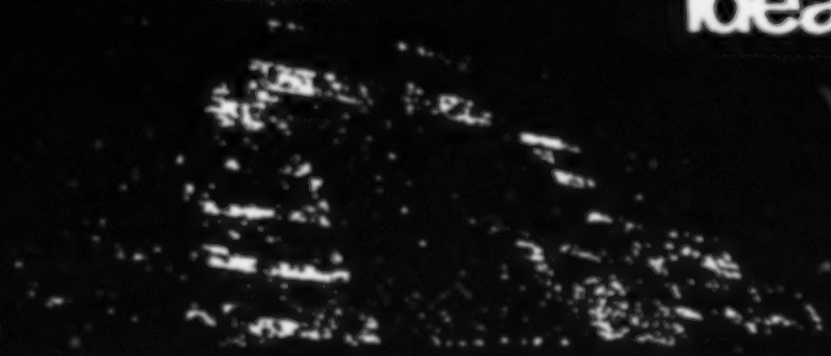
grade: grade:

The local cable operator for my school is:

Visit us online at AETV.com/class or HistoryChannel.com/classroom.

A&E CLASSROOM H CLASSROOM

Biography INTERNATIONAL



Postage Required
Post Office will not deliver without proper postage

ATTN: A&E TELEVISION NETWORKS
R R DONNELLEY FINANCIAL
1905 HORSESHOE RD
PO BOX 12100
LANCASTER, PA 17605-2100

Postage Required
Post Office will not deliver without proper postage

ATTN: A&E TELEVISION NETWORKS
R R DONNELLEY FINANCIAL
1905 HORSESHOE RD
PO BOX 12100
LANCASTER, PA 17605-2100

10

National History Day

National Contest: June 13–17, 2004

During the 2003–2004 school year, National History Day invites students to research topics related to the theme "Exploration, Encounter, Exchange in History." The theme is broad enough in scope to encourage investigation of topics ranging from local to world history. Topics should be carefully selected and developed in ways that best use students' talents and abilities. Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme "Exploration, Encounter, Exchange in History." Then, students may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions.

The History Channel Awards

THE HISTORY CHANNEL®, the exclusive cable sponsor of the National History Day program, provides more than $30,000 in scholarships, cash, and prizes to award-winning participants. National History Day is open to all students in the United States, and we encourage you to get involved.

$5000 Scholarships will be awarded to winning high school students in the following categories:

- ☆ Best Senior Individual Documentary
- ☆ Best Senior Project Tied to an Historic Site
- ☆ Best Senior International Project
- ☆ Best Senior Group Documentary

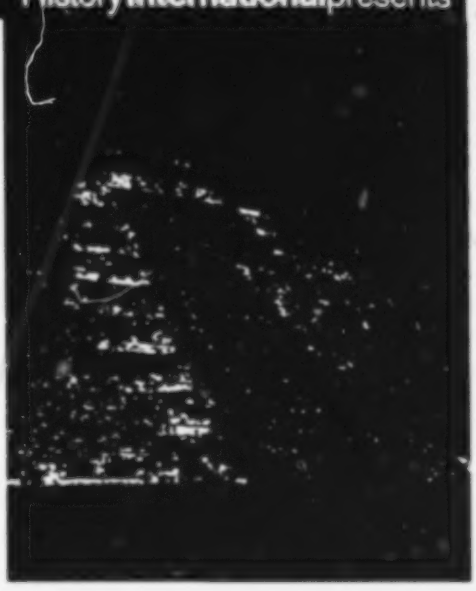
A $5000 Grant and a video library will be awarded to the educator recognized by National History Day for Outstanding Contribution in History Education.

HISTORY CLASSROOM

For more information please contact:
National History Day
0119 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739
NationalHistoryDay.com

NHD NATIONAL HISTORY DAY

History **International** presents



Puzzling Pyramids of Mexico

classroom: **September 19, December 2**

INTERNATIONAL

Puzzling Pyramids of Mexico is an exploration of the ancient city of Teotihuacán. Students will learn about a culture which many scholars believe was unusually concerned with social equality for its time but which is also associated with human sacrifice. They will also learn about how this culture affected the Aztecs and the Spanish conquistadors and what it means to people in present-day Mexico.

INTERNATIONAL

national **standards**

Puzzling Pyramids of Mexico fulfills the following National Standards for World History for grades 5-12: Era 4, Expanding Zones of Exchange and Encounter, 300-1000 CE; Era 5, Intensified Hemispheric Interactions, 1000-1500 CE; and Era 6, Global Expansion and Encounter, 1450-1770 CE.

curriculum links

Puzzling Pyramids of Mexico would be useful for classes on Archaeology, Latin American History, World History, and World Religions. It is appropriate for middle and high school classes. **Please note that this program is not intended for elementary school students**. Its imagery of human remains and discussion of the practice of human sacrifice might frighten and confuse younger viewers.

vocabulary

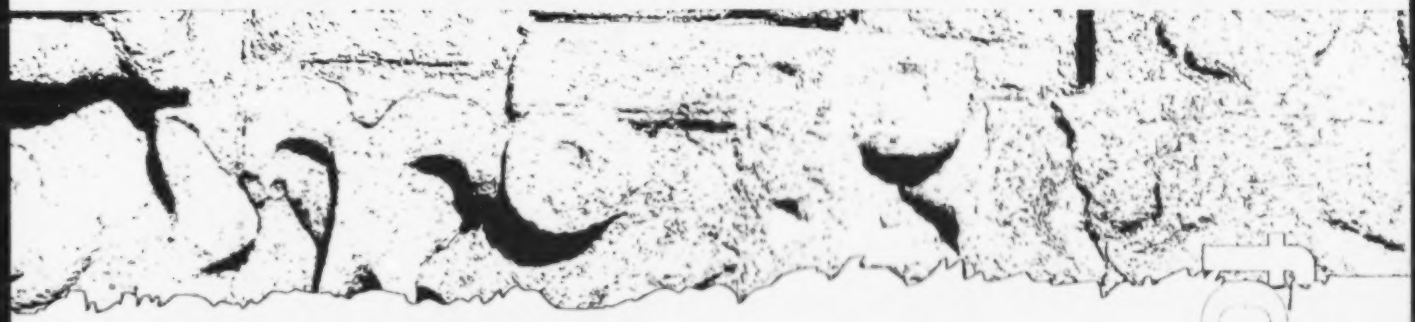
Students should identify the following terms. Visit **www.merriamwebster.com** for definitions.

archaeology
artifact
citadel
cosmic
crusade
daunting
desecration
egalitarian
focal point
innovate
limestone
mammoth
Mesoamerica
obsidian
plunder
utopia

discussion questions

1. An ancient city such as Teotihuacán is studied by anthropologists, who use artifacts such as buildings, artwork and pottery to form theories about a culture. What are they trying to learn? What different questions do you think they ask? What kinds of artifacts might act as "clues" to provide answers to those questions?
2. Why people abandoned Teotihuacán is unknown, but one theory is that they had exhausted the local natural resources. Why would this be a problem? Would our civilization be threatened if we used up our resources?
3. Many scholars believe Teotihuacán was built as a utopian society. What ideals did the people of Teotihuacán hope to follow? How did the city support these ideas? Do you think such a society is attainable? Why or why not?
4. The two most important pyramids of Teotihuacán are the Pyramid of the Sun and the Pyramid of the Moon. What is special about these two structures? How did they support the beliefs of the people of Teotihuacán?
5. It appears that the people of Teotihuacán believed they needed to sacrifice human beings to sustain their own existence. What evidence points to this theory? What might this evidence tell us about their religious and social beliefs? What are the different theories discussed in the documentary as to who was sacrificed and why?
6. Why do the descendents of the people of Teotihuacán visit the ruined city today?

A Spanish-language version of this study guide is available at HistoryChannel.com/classroom



activities

1. Locate Mexico and Teotihuacán in an atlas. What can you learn about the climate, plants, and animals of that region?
2. Make a poster or fact sheet listing ten important facts and discoveries about the city of Teotihuacán.
3. The people of Teotihuacán did not have a written language, but we can learn about their culture by studying their art. Imagine you also "wrote" using pictures and not words, and draw a picture telling a story from your own life.
4. The exact date at which Teotihuacán was established is unclear, but its main monuments were finished circa 200 AD and it was abandoned by about 700 AD. What other civilizations existed at the same time around the world? Make a timeline comparing two or three civilizations that existed during that period.
5. Some scholars believe that Teotihuacán was built in an attempt to create a utopian society. What is your idea of a utopia? Make a poster with the plans of a utopian city of your design. Be sure to think about day-to-day details like food, housing, and sanitation as well as larger issues like governance, education and beliefs. Describe how the organization of your city fulfills your ideas for a perfect society.
6. Teotihuacán was built nearly two thousand years ago. Imagine it is the year 4000 and you are an anthropologist studying artifacts from your town from the year 2000. What kinds of artifacts might you, the anthropologist from the future, find from this "ancient civilization"? What might you learn about the ancient town and the people who lived there in 2000? Write a story based on this idea.
7. Part of the program concerns the contact between the Spanish and the Aztec peoples in the year 1519. How was this meeting shaped by Aztec beliefs? How do you think it may have been shaped by Spanish beliefs? Research the contact between Cortes and Montezuma and write an essay on what the documentary calls a "clash of civilizations."

teacher resources
HistoryChannel.com/classroom

websites&books

websites

http://archaeology.la.asu.edu/teo site on Teotihuacán by the Archeology Research Institute at Arizona State University

http://www.wsu.edu/~dee/CIVAMRCA/TEO.HTM site on Civilizations in America by Washington State University

http://www.arts-history.mx/teotihuacan/teoti.html site en Español para Artes e Historia México

books

Pasztory, Esther. *Teotihuacán: An Experiment in Living*. Norman, OK: University of Oklahoma Press, 1997.

Carrasco, David, Scott Sessions, and Lindsay Jones, eds. *Mesoamerica's Classic Heritage: From Teotihuacán to the Aztecs*. Boulder, CO: University Press of Colorado, 2002.

Morelos, Noel. *Proceso de Produccion de Espacios Y Estructuras En Teotihuacán*. Pittsburgh, PA: University of Pittsburgh, Latin American Archaeology Publica, 1993.

Peeler, Damon E. and Marcus Winter, eds. *Tiempo Sagrado, Espacio Sagrado: Astronomia, Calendario Y Arquitectura En Monte Alban Y Teotihuacán*. Pittsburgh, PA: University of Pittsburgh, Latin American Archaeology Publica, 1996.

INTERNATIONAL.

BEST COPY AVAILABLE

History**classroom**presents

The Technology of Lewis and Clark

classroom: **October 13**

THE HISTORY CHANNEL.

Students will learn about the technological innovations used on the Lewis and Clark expedition in 1803-1806 that explored the territory acquired by the United States in the Louisiana Purchase. They will learn how Meriwether Lewis planned for the expedition, how the members of the group used their intelligence and skills in a wilderness setting, and how they interacted with Native American groups.

THE HISTORY CHANNEL.

national **standards**

The Technology of Lewis and Clark fulfills the following National Standards for History for grades 5-12: chronological thinking, historical comprehension, historical analysis and interpretations.

curriculum links

The Technology of Lewis and Clark would be appropriate for lessons in American History, Problem Solving, Engineering and Technology, Industrial Arts, and Geography. The content is suitable for middle and high school students. There is a brief discussion of cultural differences regarding sexuality.

vocabulary

Students should identify the following terms. Visit **www.merriamwebster.com** for definitions.

amicable	**disassemble**	**keel**	**pitch**
blunderbuss	**draft**	**navigation**	**portage**
confound	**grueling**	**novelty**	**protégé**
detractors	**innovative**	**pirogue**	**specimen**

discussion questions

1. What were the circumstances behind the Louisiana Purchase? What people, territory, animal species, and natural resources did it include?
2. What were the goals of the expedition? Why did the U.S. government spend money and manpower on this project?
3. What did Lewis buy before the expedition began? What were his priorities?
4. Think about the keel boat they used to make their way up the Missouri River. How was it designed? What were the advantages and disadvantages of this design?
5. The program describes some of the firearms that Lewis bought. How were they unusual? What were the advantages of these designs?
6. How did Lewis keep the gunpowder dry?
7. What did the members of the expedition eat during the journey?
8. Who were some of the members of the expedition? What different skills and talents did they bring to the group?
8. What was innovative about Fort Mandan? Why?
10. How did the Native Americans who encountered the expedition react? How might they have felt about the expedition?
11. How did Lewis and Clark interact with the Native Americans? How did they benefit from this interaction? What did the Native Americans teach them?
13. What were some of the biggest challenges during the journey?

THE HISTORY CHANNEL.

the idea book for educators

HistoryChannel.com/classroom

the idea book for educators

HistoryChannel.com/classroom

activities

1. Meriwether Lewis found or designed several innovative technologies in his preparations for the expedition. Choose one of these technologies and make a poster describing its design, purpose, and what made it unusual.
2. Draw a picture of the different kinds of boats used by Lewis and Clark. What are they called?
3. One of the fascinating elements of the Lewis and Clark story is that they did not know who or what they would find. What problems did they anticipate? Were their expectations accurate? What did they *not* anticipate? Make a chart describing some of the assumptions and expectations that Jefferson, Lewis and Clark had as they went into the project, and how those expectations compared to reality.
4. The story of *The Technology of Lewis and Clark* is largely one of problem-solving: the men and woman in the expedition came up against obstacles and had to come up with solutions. Choose one of these problems and write an essay describing what the obstacles were and how the members of the expedition solved the problem.

5. Imagine you are a member of the Lewis and Clark expedition, and you are keeping a diary. What is your role in the group? What problems do you encounter? What tools do you use? How do you feel about the Native Americans you meet? What surprises you along the way? Write several fictional "diary entries" about your experiences, and cover a few different places and times of the year.

websites&books

websites

www.saveourhistory.com

http://www.nps.gov/lecl

http://www.lewis-clark.org

http://www.lewisandclark.org

books

Ambrose, Steven. *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West.* Ambrose-Tubbs, Inc., 1996. New York: Simon and Schuster, 2003.

DeVoto, Bernard, ed. *The Journals of Lewis and Clark.* New York: Mariner Books, 1997.

THE HISTORY CHANNEL

Win $500 for your creative ideas

Send us your ideas!

How are YOU using A&E and The History Channel® in your classroom?

Generally, teachers who successfully use **A&E Classroom®** and **History Channel Classroom®** integrate the programming into special units that combine the videos with research, writing, or even creative arts projects such as drama or poster design. We would love to hear how *you* are using our programming to enhance your courses. Please take the time to fill out this brief form. We will feature a selection of the ideas we receive from our teachers in the next issue of **The Idea Book for Educators™**. Teachers whose concepts are featured will receive $500.

Please mail or fax us your ideas.

Deadline is November 3, 2003.

mail
Community Marketing
A&E Television Networks
235 East 45th Street
New York, NY 10017

fax
Community Marketing
A&E Television Networks
212.551.1540

A&E CLASSROOM H CLASSROOM

name:

grade(s) you teach:

school:

home address:

city: state: zip:

home phone: school phone:

fax:

email:

cable provider:

name of project or unit (if appropriate):

brief description of project:

please list the program(s) you have used and describe how you used them in your class:

additional materials:

16

thanks!

calendar

BEST COPY AVAILABLE

A&E

all programs air:

Monday through Friday	In Canada:
7–8 am ET & PT/6–7 am CT	8:30 am NT/8 am AT/7 am ET/6 am CT/5 am MT/4 am PT

A **America's Castles: Mexico's White House** 9/26 □
Ancient Mysteries: Origin of the Vampire 10/29
B **Benedict Arnold: A Question of Honor** (2 parts) 1/29, 1/30 □○
Biography:
Abraham Lincoln: Preserving The Union (2 parts) 11/13, 11/14 □○
Alexander Graham Bell: Voice of Invention 10/6 □○
Amelia Earhart: Queen of the Air 12/15 □○
Anne Rice: Vampires, Witches, and Best Sellers 10/27 □
Audie Murphy: Great American Hero 12/19 □○
Ayatollah Khomeini: Holy Terror 10/3 □○
Benjamin Franklin: Citizen of the World 10/9 □○
Bill Clinton: Hope, Charisma, and Controversy 11/5 □○
The Best and Worst U.S Presidents 11/3
Carmen Miranda: The South American Way 9/18 □
Che Guevara: Restless Revolutionary 9/15 □
Christa McAuliffe: Teacher In Space 12/17 ○
Cleopatra: Destiny's Queen 1/9 □○
Confucius: Words of Wisdom 9/12 □○
Dow and Jones: Wizards of Wall Street 11/18 □○
Ella Fitzgerald: Forever Ella (2 parts) 11/20, 11/21 □○
Ernest Shackleton: Looking South 8/29, 1/23 □
Eureka! The 20th Century's Top 15 Inventors 11/19 ○
Evita: The Woman Behind the Myth 9/17 □○
F. Scott Fitzgerald: The Great American Dreamer 8/20 □○
Fidel Castro: El Comandante 9/16, 10/20, 1/28 □○
Franklin D. Roosevelt 11/6 □○
George W. Bush: The Son Also Rises 11/4 □○
Harry S. Truman 11/12 □○
Huey Long: The Kingfish 11/17 □○
The Impressionists: Road to Impressionism (2 parts) 11/25, 11/26 □○
The Impressionists: Capturing the Moment (2 parts) 11/27, 11/28 □○
J.K Rowling: Harry Potter and Me 8/22
Joe Montana: The Comeback Kid 8/15
Joe Namath: Broadway Joe 8/18
John Glenn: The All-American Hero 12/16 □○
John Steinbeck: An American Writer 8/21 □
Leonardo da Vinci: Renaissance Master 10/10 □○
The Lost Generation (2 parts) 10/16, 10/17 □○
Michelangelo: Artist & Man 11/24 □○
Pablo Picasso: A Primitive Soul (2 parts) 9/22, 9/23 □○
Pancho Villa: Outlaw Hero 9/24 □○
Pierre Elliott Trudeau: Memoirs 1/16 ○
Pocahontas: Ambassador to the New World 12/12 □○
Ponce de León: The First Conquistador 9/25 □○
Post-Impressionists: Van Gogh & Gauguin (2 parts) 10/13, 10/14 & 12/1, 12/2 & 1/26, 1/27 □○
Richard Nixon: Man & President (2 parts) 11/10, 11/11 □○
Ronald Reagan 11/7 □
Sir Isaac Newton: The Gravity of Genius 10/7 □○
Stephen King: Fear, Fame, and Fortune 10/28 □
Susan B. Anthony: Rebel for the Cause 12/26 □○
Thomas A. Edison: Father of Invention 10/8 □
Vince Lombardi: The Art of Winning 8/19
Wernher von Braun: From the Nazis to NASA 12/18
William Shakespeare: A Life of Drama 10/15 □○
C **California and the Dream Seekers** (4 parts) 9/8, 9/9, 9/10, 9/11 □○
G **Gorillas: Primal Contact** (2 parts) 12/29, 12/30 □○
The Grand Tour: The Canadian Rockies 1/12 ○
The Greatest Pharaohs (4 parts) 1/5, 1/6, 1/7, 1/8 □○
I **Investigative Reports:**
Bioterrorism 12/3 □○
Campus Insecurity 8/8, 10/24 □○
Classrooms In Crisis 8/11 □
Earth In The Hot Seat 12/5 □○
Generation RX: Reading, Writing, and Ritalin 8/1 □○
Hunt For The Killer Flu 12/4 □○
Playing To Extremes 8/12 □○
The Supersized Generation: Kids and Obesity 8/5, 10/21 □○
Teen Gambling 8/4 □○
Teenagers Under The Gun 8/7, 10/23 □○
Wide Open: Inside the World of High School Football (2 parts) 8/13, 8/14 □
Young Guns 8/6, 10/22 ○
J **Jane Eyre** (2 parts) 9/1, 9/2 □○
L **Lorna Doone** (3 parts) 9/3, 9/4, 9/5 □○
The Lost World (4 parts) 12/22, 12/23, 12/24, 12/25 □○
M **Mummies: Tales From The Egyptian Crypt** (4 parts) 9/29, 9/30, 10/1, 10/2 □○
Mystery of Genius: Masters and Madmen (2 parts) 10/30, 10/31 □○
N **Napoleon** (4 parts) 12/8, 12/9, 12/10, 12/11 □○
New Explorers:
Crisis Planet Earth 1/1 □○
Environmental SWAT Team 1/2 □○
On the Trial of a Killer Virus 12/31 □○
Niagara: A Short History of the Falls (2 parts) 1/13, 1/14
S **Sea Tales: The *Halifax* Explosion** 1/15 □○
Shackleton (4 parts) 8/25, 8/26, 8/27, 8/28 & 1/19, 1/20, 1/21, 1/22 □○
T **Treasure! The Wreck of the *Concepción*** 9/19 □

□ = Video available for purchase online at AETV.com or by phone at 800.423.1212.
○ = Teacher's guide available online at AETV.com/class.

Program descriptions available at AETV.com/class.

A&E CLASSROOM

A&E classroom calendar aug.2003-jan.2004

august 2003

m	t	w	th	f
				Investigative Reports: Generation RX: Reading, Writing & Ritalin 1
Investigative Reports: Teen Gambling 4	Investigative Reports: The Supersized Generation 5	Investigative Reports: Young Guns 6	Investigative Reports: Teenagers Under The Gun 7	Investigative Reports: Campus Insecurity 8
Investigative Reports: Classroom In Crisis 11	Investigative Reports: Playing To Extremes 12	Investigative Reports: Wide Open: Inside High School Football, Pt. 1 13	Investigative Reports: Wide Open: Inside High School Football, Pt. 2 14	BIOGRAPHY: Joe Montana: The Comeback Kid 15
BIOGRAPHY: Joe Nameth: Broadway Joe 18	BIOGRAPHY: Vince Lombardi: The Art Of Winning 19	BIOGRAPHY: F. Scott Fitzgerald: The Great American Dreamer 20	BIOGRAPHY: John Steinbeck: An American Writer 21	BIOGRAPHY: J.K. Rowling: Harry Potter And Me 22
Shackleton, Pt. 1 25	Shackleton, Pt. 2 26	Shackleton, Pt. 3 27	Shackleton, Pt. 4 28	BIOGRAPHY: Ernest Shackleton: Looking South 29

november 2003

m	t	w	th	f
BIOGRAPHY: Countdown: The Best and Worst U.S. Presidents 3	BIOGRAPHY: George W. Bush: The Son Also Rises 4	BIOGRAPHY: Bill Clinton: Hope, Charisma, Controversy 5	BIOGRAPHY: Franklin D. Roosevelt 6	BIOGRAPHY: Ronald Reagan 7
BIOGRAPHY: Richard Nixon: Man and President, Pt. 1 10	BIOGRAPHY: Richard Nixon: Man and President, Pt. 2 11	BIOGRAPHY: Harry S. Truman 12	BIOGRAPHY: Abraham Lincoln: Preserving the Union, Pt. 1 13	BIOGRAPHY: Abraham Lincoln: Preserving the Union, Pt. 2 14
BIOGRAPHY: Huey Long: The Kingfish 17	BIOGRAPHY: Dow and Jones: Wizards of Wall Street 18	BIOGRAPHY: Eureka! The 20th Century's Top 15 Inventors 19	BIOGRAPHY: Forever Ella, Pt. 1 20	BIOGRAPHY: Forever Ella, Pt. 2 21
BIOGRAPHY: Michelangelo: Artist and Man 24	BIOGRAPHY: The Impressionists: The Road to Impressionism, Pt. 1 25	BIOGRAPHY: The Impressionists: The Road to Impressionism, Pt. 2 26	BIOGRAPHY: The Impressionists: Capturing the Moment, Pt. 1 27	BIOGRAPHY: The Impressionists: Capturing the Moment, Pt. 2 28

december 2003

m	t	w	th	f
BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 1 1	BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 2 2	Investigative Reports: Bioterrorism 3	Investigative Reports: Hunt for the Killer Flu 4	Investigative Reports: Earth in the Hot Seat 5
Napoleon, Pt. 1 8	Napoleon, Pt. 2 9	Napoleon, Pt.3 10	Napoleon, Pt. 4 11	BIOGRAPHY: Pocahontas: Ambassador to the New World 12
BIOGRAPHY: Amelia Earhart: Queen of the Air 15	BIOGRAPHY: John Glenn: The All-American Hero 16	BIOGRAPHY: Christa McAuliffe: Teacher in Space 17	BIOGRAPHY: Werner Von Braun: From the Nazis to NASA 18	BIOGRAPHY: Audie Murphy: Great American Hero 19
The Lost World, Pt. 1 22	The Lost World, Pt. 2 23	The Lost World, Pt. 3 24	The Lost World, Pt. 4 25	BIOGRAPHY: Susan B. Anthony: Rebel for the Cause 26
Gorillas: Primal Contact, Pt. 1 29	Gorillas: Primal Contact, Pt. 2 30	New Explorers: On the Trail of a Killer Virus 31		

Monday through Friday
7-8 am ET & PT/6-7 am CT

In Canada:
8:30 am NT / 8 am AT / 7 am ET
6 am CT / 5 am MT / 4 am PT

Copyright Information
Programs airing on **A&E Classroom**® (weekday mornings from 7-8 am ET & PT) are copyright cleared for educational purposes for up to 2 years from the airdate. Be sure to check the copyright information provided at the beginning of each show to confirm copyright length. For additional copyright information call 212-210-1460.

Cable in the Classroom
A&E® is a founding member of Cable in the Classroom, a non-profit service of the cable industry, which seeks to match the resources of cable television with the needs of schools. For more information about Cable in the Classroom in the U.S. call 1-800-743-5355; in Canada visit them online at www.cableducation.ca. Teachers in the U.S. may subscribe to the monthly magazine by calling 1-800-216-2225.

AETV.com/class
Log on to receive complete **A&E Classroom** programming information, downloadable teacher guides for over 350 A&E programs and to register for our FREE monthly email newsletter for the latest information. AETV.com also offers behind-the-scenes features for all A&E Original movies, interactive mini-sites for programs such as *The Impressionists* and our "Who am I?" quiz game.

A&E Classroom via Satellite
Fax your request to: 203-353-7135

Monday through Friday 7-8 am ET & PT/6-7 am CT
programs subject to change

september2003

m	t	w	th	f
Zona Eyra, Pt. 1 1	Zona Eyra, Pt. 2 2	Lorna Doone, Pt. 1 3	Lorna Doone, Pt. 2 4	Lorna Doone, Pt. 3 5
California and the Dream Seekers, Pt. 1 8	California and the Dream Seekers, Pt. 2 9	California and the Dream Seekers, Pt. 3 10	California and the Dream Seekers, Pt. 4 11	BIOGRAPHY: Confucius: Words of Wisdom 12
BIOGRAPHY: Che Guevara: Restless Revolutionary 15	BIOGRAPHY: Fidel Castro: El Comandante 16	BIOGRAPHY: Evita: The Woman Behind the Myth 17	BIOGRAPHY: Carmen Miranda: The South American Way 18	Treasure! The Wreck of the Concepcion 19
BIOGRAPHY: Pablo Picasso: A Primitive Soul, Pt. 1 22	BIOGRAPHY: Pablo Picasso: A Primitive Soul, Pt. 2 23	BIOGRAPHY: Pancho Villa: Outlaw Hero 24	BIOGRAPHY: Ponce de Leon: The First Conquistador 25	America's Castles: Mexico's White House 26
Mummies: Tales From the Egyptian Crypt, Pt. 1 29	Mummies: Tales From the Egyptian Crypt, Pt. 2 30			

october2003

m	t	w	th	f
		Mummies: Tales From the Egyptian Crypt, Pt. 3 1	Mummies: Tales From the Egyptian Crypt, Pt. 4 2	BIOGRAPHY: Apocalypse Obsession: Holy Terror 3
BIOGRAPHY: Alexander Graham Bell: Voice of Invention 6	BIOGRAPHY: Sir Isaac Newton: The Gravity of Genius 7	BIOGRAPHY: Thomas A Edison: Father of Invention 8	BIOGRAPHY: Benjamin Franklin: Citizen of the World 9	BIOGRAPHY: Leonardo da Vinci: Renaissance Master 10
BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 1 13	BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 2 14	BIOGRAPHY: William Shakespeare: A Life of Drama 15	BIOGRAPHY: The Lost Generation, Pt. 1 16	BIOGRAPHY: The Lost Generation, Pt. 2 17
BIOGRAPHY: Fidel Castro: El Comandante 20	Investigative Reports: The Supersize Generation 21	Investigative Reports: Young Guns 22	Investigative Reports: Teenagers Under the Gun 23	Investigative Reports: Campus Insecurity 24
BIOGRAPHY: Anne Rice: Vampires, Witches and Best Sellers 27	BIOGRAPHY: Stephen King: Fear, Fame and Fortune 28	Ancient Mysteries: Origin of the Vampire 29	Mystery of Genius: Masters and Madmen, Pt. 1 30	Mystery of Genius: Masters and Madmen, Pt. 2 31

january2004

m	t	w	th	f
			New Explorers: Cross Planet Earth 1	New Explorers: Environmental SWAT Team 2
The Greatest Pharaohs, Pt. 1 5	The Greatest Pharaohs, Pt. 2 6	The Greatest Pharaohs, Pt. 3 7	The Greatest Pharaohs, Pt. 4 8	BIOGRAPHY: Cleopatra: Destiny's Queen 9
The Grand Tour: The Canadian Rockies 12	Niagara: A Short History of the Falls, Pt. 1 13	Niagara: A Short History of the Falls, Pt. 2 14	Sea Tales: The Halifax Explosion 15	BIOGRAPHY: Pierre Elliott Trudeau: Memoirs 16
Shackleton, Pt. 1 19	Shackleton, Pt. 2 20	Shackleton, Pt. 3 21	Shackleton, Pt. 4 22	BIOGRAPHY: Ernest Shackleton: Looking South 23
BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 1 26	BIOGRAPHY: Post-Impressionists: Van Gogh & Gauguin, Pt. 2 27	BIOGRAPHY: Fidel Castro: El Comandante 28	Benedict Arnold: A Question of Honor, Pt. 1 29	Benedict Arnold: A Question of Honor, Pt. 2 30

BIOGRAPHY: Evita: The Woman Behind the Myth
September 17, 2003

A&E Home Video
A&E offers for purchase videocassettes, DVD's, CD-ROM's, books and other items for selected **A&E Classroom** programs. To order, or to receive a free catalog, call 1-800-423-1212, or visit our web site at: AETV.com/class.

BIOGRAPHY Magazine
A&E offers BIOGRAPHY Magazine as an excellent companion to Classroom programs. Every issue is filled with in-depth stories on artists, scientists, historical figures, athletes, writers, entertainers, and ordinary people with extraordinary lives that can be used to enhance any learning experience. To subscribe call 1-800-238-2800.

***For more information about The Idea Book for Educators*™ contact us:**
In the U.S.
The Idea Book for Educators
A&E Television Networks
Fax: 212-551-1540

In Canada
A&E Classroom
P.O. Box 3690
Markham Industrial Park Station
Markham, Ontario L3R 3L0
Canada

A&E Classroom has been endorsed as an effective curriculum tool by:
- National Education Association
- National Association of Secondary School Principals
- National School Boards Association

A&E Television Networks is a member of The Association of Educational Publishers

BEST COPY AVAILABLE

historychannelclassroom calendar aug.2003-jan.2004

BIOGRAPHY: Evita: The Woman Behind the Myth
September 17, 2003

august2003

m	t	w	th	f
				Great American History Quiz: The 50 States 1
Caught On Film, Pt.1 4	Caught On Film, Pt.2 5	Caught On Film, Pt.3 6	Caught On Film, Pt.4 7	Modern Marvels: The Camera 8
Search And Rescue, Pt.1 11	Search And Rescue, Pt.2 12	Search And Rescue, Pt.3 13	Search And Rescue, Pt.4 14	The Fighting I: The Story Of The *USS Intrepid* 15
Secret Service: Lincoln To FDR 18	Secret Service: Taking The Bullet 19	Secret Service: JFK To Watergate 20	Secret Service: The Modern Assassin 21	Save Our History: The White House 200th Anniversary 22
Assassinations That Changed The World: Contingency For Change 25	Assassinations That Changed The World: Fanaticism That Endures 26	Assassinations That Changed The World: Lone Meets The President 27	Assassinations That Changed The World: Murder That Changed... 28	Modern Marvels: Newspapers 29

november2003

m	t	w	th	f
Mr. Dreyfuss Goes To Washington, Pt.1 3	Mr. Dreyfuss Goes To Washington, Pt.2 4	Family Tree, Pt.1 5	Family Tree, Pt.2 6	Save Our History: Dear Home: Letters From World War II 7
19: An American Lion, Pt.1 10	19: An American Lion, Pt.2 11	19: An American Lion, Pt.3 12	19: An American Lion, Pt.4 13	Save Our History: Dear Home: Letters From World War I 14
November Warriors: Noble Dreams/American Realities 17	November Warriors: Trial By Fire 18	November Warriors: The New Arena 19	November Warriors: The Modern Campaign 20	Home For The Holidays: The History Of Thanksgiving 21
Coming Home: Veteran Experience In The 20th Century, Pt.1 24	Coming Home: Veteran Experience In The 20th Century, Pt.2 25	Moments Of Truth With Stephen Ambrose, Pt.1 26	Moments Of Truth With Stephen Ambrose, Pt.2 27	Modern Marvels: Mt. Rushmore 28

december2003

m	t	w	th	f
Russia Land Of The Tsars, Pt.1 1	Russia Land Of The Tsars, Pt.2 2	Russia Land Of The Tsars, Pt.3 3	Russia Land Of The Tsars, Pt.4 4	20th Century: Boris Yeltsin's Russia 5
Tora, Tora, Tora: The Real Story Of Pearl Harbor, Pt.1 8	Tora, Tora, Tora: The Real Story Of Pearl Harbor, Pt.2 9	Unsung Heroes Of Pearl Harbor 10	Road Map To Pearl Harbor 11	Save Our History: *USS Arizona* 12
Fly Past: The Wings Of Man 15	Fly Past: Straight Up 16	Fly Past: A Wing And A Prayer 17	Fly Past: The Cutting Edge 18	Lindbergh Flies Again, Pt.1 19
Lindbergh Flies Again, Pt.2 22	The History Of Toys And Games, Pt.1 23	The History Of Toys And Games, Pt.2 24	Christmas Unwrapped: The History Of Christmas 25	Christmas At War 26
Egypt Beyond The Pyramids, Pt.1 29	Egypt Beyond The Pyramids, Pt.2 30	Egypt Beyond The Pyramids, Pt.3 31		

Monday through Friday
6-7 am ET & PT/5-6 am CT

Copyright Information
Programs airing on **The History Channel Classroom**® (weekday mornings from 6-7 am ET & PT) are copyright cleared for educational purposes for up to 2 years from the airdate. Be sure to check the copyright information provided at the beginning of each show to confirm copyright length. For additional copyright information call 212-210-1460

Cable in the Classroom
The History Channel® is a proud member of Cable in the Classroom, a non-profit service of the cable industry, which seeks to match the resources of cable television with the needs of schools. For more information about Cable in the Classroom call 1-800-743-5355. Teachers may subscribe to the monthly magazine by calling 1-800-216-2225

HistoryChannel.com/classroom
Log on to receive complete **History Channel Classroom** programming information, downloadable teacher guides for over 400 **History Channel** programs, and to register for our FREE monthly email newsletter for the latest information. HistoryChannel.com also includes This Day in History, Speeches, a searchable historical database and interactive mini-sites covering a variety of historical events.

BEST COPY AVAILABLE

Monday through Friday 6-7 am ET & PT/5-6 am CT
programs subject to change

september2003

m	t	w	th	f
Founding Brothers: A More Perfect Union, Pt 1 **1**	Founding Brothers: A More Perfect Union, Pt 2 **2**	Founding Brothers: Evolution Of A Revolution, Pt 1 **3**	Founding Brothers: Evolution Of A Revolution, Pt 2 **4**	Save Our History: America's Most Endangered, 2003 **5**
The Long Gray Line: The Spirit Of West Point, Pt 1 **8**	The Long Gray Line: The Spirit Of West Point, Pt 2 **9**	The Flag Raisers Of Iwo Jima, Pt 1 **10**	The Flag Raisers Of Iwo Jima, Pt 2 **11**	Save Our History: Yellowstone National Park **12**
20th Century Hispanics In America **15**	Hispanics And The Medal Of Honor **16**	The Greatest Journeys On Earth: Spain: Journeys Thru The Land Of The Rubians **17**	History's Mysteries: The Spanish Armada **18**	Puzzling Pyramids Of Mexico **19**
The Spanish-American War, Pt 1 **22**	The Spanish-American War, Pt 2 **23**	Remember The Maine! **24**	Raise The Alabama, Pt 1 **25**	Raise The Alabama, Pt 2 **26**
Failure Is Not An Option, Pt 1 **29**	Failure Is Not An Option, Pt 2 **30**			

october2003

m	t	w	th	f
		Modern Marvels: Apollo 13 **1**	Modern Marvels: Space Shuttle **2**	Save Our History: Presidential Yacht: *The U.S.S. Sequoia* **3**
Mexico: God, Gold And Glory **6**	Mexico: From Independence To The Alamo **7**	Mexico: Battle For North America **8**	Mexico: Revolution And Rebirth **9**	The Real West: The Fathers Of Texas **10**
The Technology Of Lewis And Clark **13**	The Louisiana Purchase **14**	Carson And Cody: The Hunter Heroes, Pt 1 **15**	Carson And Cody: The Hunter Heroes, Pt 2 **16**	Our Documents: A Town Hall Meeting **17**
Modern Marvels: World Trade Center **20**	Modern Marvels: Empire State Building **21**	Modern Marvels: The Chrysler Building **22**	Modern Marvels: New York Bridges **23**	Save Our History: Save Our Sounds **24**
Haunted History: Of Halloween **27**	Haunted History: Charleston **28**	Haunted History: New Orleans **29**	Haunted History: San Francisco **30**	Haunted History: New England **31**

january2004

m	t	w	th	f
			Egypt Beyond The Pyramids, Pt 4 **1**	Puzzling Pyramids Of Mexico **2**
Gold!: The Gold Wars **5**	Gold!: Gold Fever **6**	Gold!: The Stuff Of Dreams **7**	Gold!: Cold Hard Cash **8**	Save Our History: American Lighthouses **9**
Rise And Fall Of The Spartans, Pt 1 **12**	Rise And Fall Of The Spartans, Pt 2 **13**	Rise And Fall Of The Spartans, Pt 3 **14**	Rise And Fall Of The Spartans, Pt 4 **15**	Mystical Monuments Of Ancient Greece **16**
April 1865, Pt 1 **19**	April 1865, Pt 2 **20**	Civil War Combat: The Bloody Lane At Antietam **21**	Civil War Combat: The Wheatfield At Gettysburg **22**	Save Our History: Civil War Battlefields **23**
Modern Marvels: Golden Gate Bridge **26**	Modern Marvels: Statue Of Liberty **27**	Modern Marvels: Tower Bridge **28**	Save Our History: Our Documents **29**	Our Documents: A Town Hall Meeting **30**

Russia Land Of The Tsars
December 1-4, 2003

The History Channel Classroom via Satellite
Fax requests to: 203-353-7135

The History Channel Home Video
The History Channel offers for purchase videocassettes, DVD's, CD-ROM's, books and other items for selected **History Channel Classroom** programs. To order, or to receive a free catalog, call 1-800-708-1776, or visit our Web site at HistoryChannel.com/classroom.

BIOGRAPHY® Magazine
A&E® offers **BIOGRAPHY** Magazine as an excellent companion to Classroom programming. Every issue is filled with in-depth stories on artists, scientists, historical figures, athletes, writers, entertainers, and ordinary people with extraordinary lives that can be used to enhance any learning experience. To subscribe call 1-800-238-2800.

For more information about *The Idea Book for Educators*™ fax us:
The Idea Book for Educators
A&E Television Networks
Fax: 212-551-1540

A&E® Television Networks is a member of The Association of Educational Publishers.

BEST COPY AVAILABLE

THE HISTORY CHANNEL

all programs **air**:

Monday through Friday, 6-7 am ET & PT/5-6 am CT

20th Century: Hispanics in America 9/15 ●

20th Century: Boris Yeltsin's Russia 12/5

A April 1865 (2 parts) 1/19, 1/20 ■●

Assassinations That Changed the World:
- Conspiracy For Change 8/25 ■●
- Fanaticism That Endures 8/26 ■●
- Loner Meets The President 8/27 ■●
- Murder That Changed the World 8/28 ■●

C Carson and Cody: The Hunter Heroes (2 parts) 10/15, 10/16

Caught On Film (4 parts) 8/4, 8/5, 8/6, 8/7 ■

Christmas Unwrapped 12/25 ■●

Christmas at War 12/26 ■●

Civil War Combat:
- The Bloody Land at Antietam 1/21 ■●
- The Wheatfield at Gettysburg 1/22 ■●

Coming Home: Veteran Experience in the 20th Century (2 parts) 11/24, 11/25 ■●

E Egypt Beyond the Pyramids (4 parts) 12/29, 12/30, 12/31, 1/1 ■●

F Family Tree (2 parts) 11/5, 11/6 ■

Failure is Not an Option (2 parts) 9/29, 9/30 ■●

The Fighting I: The Story of the *USS Intrepid* 8/15 ■●

The Flag Raisers of Iwo Jima (2 parts) 9/10, 9/11

Fly Past:
- The Cutting Edge 12/18 ■●
- Straight Up 12/16 ■●
- A Wing and a Prayer 12/17 ■●
- The Wings of Man 12/15 ■●

Founding Brothers:
- A More Perfect Union (2 parts) 9/1, 9/2 ■●
- Evolution of a Revolution (2 parts) 9/3, 9/4 ■●

G Gold!:
- Cold Hard Cash 1/8 ■●
- Gold Fever 1/6 ■●
- The Gold Wars 1/5 ■●
- The Stuff of Dreams 1/7 ■●

Great American History Quiz: The 50 States 8/1

The Greatest Journeys On Earth:
- **Spain: Journeys Thru The Land Of The Builders** 9/17

H Haunted History:
- Charleston 10/28 ■
- Haunted History of Halloween 10/27 ■●
- New England 10/31 ■
- New Orleans 10/29 ■
- San Francisco 10/30 ■

Hispanics And The Medal Of Honor 9/16

History's Mysteries: The Spanish Armada 9/18

History of Toys and Games (2 parts) 12/23, 12/24 ■●

Home for the Holidays: The History of Thanksgiving 11/21 ■●

L Lindbergh Flies Again (2 parts) 12/19, [illegible] ■●

The Long Gray Line: The Spirit of West Point (2 parts) 9/8, 9/9 ■

The Louisiana Purchase 10/14 ■●

M Mexico:
- Battle for North America 10/8 ■●
- From Independence to The Alamo 10/7 ■●
- God, Gold and Glory 10/6 ■●
- Revolution and Rebirth 10/9 ■●

Modern Marvels:
- Apollo 13 10/1 ■
- The Camera 8/9
- The Chrysler Building 10/22 ■
- Empire State Building 10/21 ■
- Golden Gate Bridge 1/26 ■●
- Mt. Rushmore 11/28 ■●
- Our Documents 1/29 ■●
- Newspapers 8/29 ■●
- New York Bridges 10/23 ■
- Space Shuttle 10/2 ■
- Statue of Liberty 1/27 ■●
- Tower Bridge 1/28 ■●
- World Trade Center: In Memoriam 10/20 ■●

Moments of Truth with Sileen Ambrose (2 parts) 11/26, 11/27 ■●

Mr. Dreyfuss Goes to Washington (2 parts) 11/3, 11/4 ■●

Mystical Monuments of Ancient Greece 1/16 ■

N November Warriors:
- The Modern Campaign 11/20 ●
- The New Arena 11/19 ●
- Noble Dreams, American Realities 11/17 ●
- Trail by Fire 11/18 ●

O Our Documents: A Town Hall Meeting 10/17, 1/30 ■●

P Puzzling Pyramids of Mexico 9/13, 1/2 ●

R Raise *The Alabama* (2 parts) 9/25, 9/26 ■●

The Real West:
- Fathers of Texas 10/10

Remember *The Maine* 9/21 ■

Rise and Fall of the Spartans (4 parts) 1/12, 1/13, 1/14, 1/15 ■●

Road Map to Pearl Harbor 12/11 ■

Russia: Land of the Tsars (4 parts) 12/1, 12/2, 12/3, 12/4 ■●

S Save Our History:
- Americas Lighthouses 1/9 ■●
- America's Most Endangered 2003 9/5
- Civil War Battlefields 1/23 ■
- Dear Home: Letters from World War I 11/14 ■●
- Dear Home: Letters from World War II 11/7 ■●
- Our Documents 1/29 ■●
- Presidential Yacht: The *U.S.S. Sequoia* 10/3 ■●
- Save Our Sounds 10/24 ■●
- *USS Arizona* 12/12 ■●
- White House: 200th Anniversary 8/22 ■●

Search & Rescue (4 parts) 8/11, 8/12, 8/13, 8/14 ■●

Secret Service:
- JFK To Watergate 8/28 ■●
- Lincoln To FDR 8/18 ■●
- The Modern Assassin 8/21 ■●
- Taking The Bullet 8/19 ■●

The Spanish American War (2 parts) 9/22, 9/23 ■●

T The Technology of Lewis and Clark 10/13 ●

Tora, Tora, Tora: The Real Story of Pearl Harbor (2 parts) 12/8, 12/9 ■●

TR: An American Lion (4 parts) 11/10, 11/11, 11/12, 11/13 ■●

U Unsung Heroes of Pearl Harbor 12/10 ■

■ – Video available for purchase online at AETV.com or by phone at 800.708.1776.

● – Teacher's guide available online at HistoryChannel.com/classroom.

Program descriptions available at HistoryChannel.com/classroom.

BEST COPY AVAILABLE

CLASSROOM

2003 – 2004

calendar

BEST COPY AVAILABLE

official contest rules

NO PURCHASE NECESSARY
VOID WHERE PROHIBITED.

1. ELIGIBILITY: Contest open to kindergarten through 12th grade teachers who are legal residents of and teaching within the United States (excluding Puerto Rico) between August 15, 2003, and November 3, 2003. Teachers must be 18 years of age or older as of August 15, 2003. Contest begins August 15, 2003, and ends November 3, 2003. Contest is subject to all federal, state and local laws. Employees of A&E Television Networks ("Sponsor"), its parent companies, affiliates, subsidiaries and agencies are not eligible. Judges and their family members are not eligible.

2. HOW TO ENTER: Teachers may enter the contest by writing and submitting an original description of an example of a creative way they are incorporating A&E and The History Channel programs and resources into their curriculum. The description of the use of materials in class must be legible and is limited to 500 words or less. Each entry must include the teacher's name, grade(s) taught, school, complete home address and zip code, home telephone number, school telephone number, and local cable system (if known), and should include the following (a) the name of the project or unit (if appropriate), (b) a brief description of the project, (c) a list of the program(s) used and description of how they were used in class, and (d) any additional materials used in support of the project or unit. Teachers may submit entries online by completing the entry form at the Ideas From Our Teachers Contest entry page at www.HistoryChannel.com/classroom or www.AETV.com/class and clicking on the submit button between 12:00:01 a.m. ET on August 15, 2003, and 11:59:59 p.m. ET on November 3, 2003, or by preparing a written or typed submission containing the appropriate information, or completing the entry form found in The Idea Book for Educators, and either faxing it to Sponsor at (212) 551-1540, or by mailing it to: Ideas From Our Teachers Contest, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017. All fax entries must by submitted by 11:59:59 p.m. ET on November 3, 2003, and all mail in entries must be postmarked by November 3, 2003, and received by November 10, 2003. Teachers may enter as often as they wish, but each entry must be different and submitted separately by fax or online submission, or mailed in a separate postage-paid envelope.

3. PRIZES: Eight (8) winning submissions will be selected by a panel of educators and/or historians selected by Sponsor on or about November 15, 2003, and a prize of $500 will be awarded for each winning entry. Winners will be notified by telephone. Entries will be judged based on the following criteria: "Originality (1/3); "How well A&E® and/or The History Channel® program(s) and resources are incorporated into the lesson (1/3); "How well the lesson relates to the subject or topics being taught (1/3). Judges' decisions are final on all matters relating to this contest. Prizes will be awarded by February 27, 2004. Prizes are not transferable; no substitutions are allowed except by Sponsor who reserves the right to award a prize of equal or greater value. All winners will be required to verify address and execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner selected. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

4. CONDITIONS: All entries must be the sole, original work of the entrant. Judges may disqualify previously published submissions or those that have won previous awards or competitions. Winning entries will be featured in an upcoming issue of *The Idea Book For Educators* and online. All entries become the property of Sponsor and will not be acknowledged or returned. Entrants acknowledge and agree that Sponsor has the right to edit, adapt, modify, reproduce, publish, transmit, promote and otherwise use entries in any manner and media. Acceptance of prize constitutes permission to use the winners' names and likenesses without further compensation, except where prohibited by law. Entrants are responsible for all online charges incurred by their Internet Service Providers, and for any facsimile or telephone charges incurred in connection with facsimile submissions. Sponsor is not responsible for malfunctions of electronic equipment, computer hardware or software, facsimile machines or lost, late, incomplete, illegible, postage-due, or misdirected entries. Sponsor and its agents are not responsible for problems downloading entries from the Web site or for any other technical problems related to Web site entries. No information regarding entries or judging will be disclosed.

5. GENERAL: Contest is governed by the laws of the state of New York, and all claims must be resolved in the courts of New York County, New York. By entering, entrants: (a) agree to be bound by these Official Rules; and (b) release Sponsor and its agents from any and all liability, loss or damage arising out of their participation in this contest and with respect to the award, receipt, possession, use and/or misuse of any prize. By entering online, entrants agree to Sponsor's privacy policy, located at http://www.AETV.com/feedback/privacy.html, and give their express permission to be contacted by Sponsor by email.

6. WINNERS' LIST: For a list of winners available after February 27, 2004, send a self-addressed, stamped envelope by March 15, 2004, to: Ideas From Our Teachers Contest Winners' List, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017.

7. SPONSOR: A&E Television Networks, 235 E. 45th Street, NY, NY 10017.

© 2003 A&E Television Networks. All rights reserved.

the idea book for educators

AETV.com/class

winners of our ideas from our teachers contest

Reading through the hundreds of entries we receive for this competition is a particularly enjoyable and inspiring task. The creativity and enthusiasm demonstrate – in photographs, in crayon, in elaborate albums and hand-written on paper – the ability and dedication to bringing ideas alive in the classroom for a wide range of learners.

The contest is becoming more competitive, with an increasing number of teachers sending us backup materials. This gives our judges a clearer sense of the projects. Congratulations to our winners, and thanks to all of you who sent us entries.

The Invention Convention

Many schools participate in an "Invention Convention," but Lucille Case added a special layer of content for her eighth grade science class in Lake Mary, Florida. The Greenwood Lakes Middle School students watched and analyzed the documentary *Eureka! The 20th Century's Top 15 Inventors* on **A&E**, as part of a larger unit on invention. Each student studied the life of an influential inventor, created a poster about that individual, and gave an oral presentation on his or her subject. Class members completed the unit with a tool invention project. *Eureka!* gave Lucille's students a sense of history and personal perspective on the process of invention.

For her creative idea, Lucille Case will receive a $500 grant. Greenwood Lakes Middle School receives A&E thanks to Time Warner Cable.

Beware the Boiling Oil!

Lorraine Dooley informed her "subjects," otherwise known as her tenth grade World History students at the Norwich Free Academy in Brooklyn, Connecticut, that their "glorious kingdom" was under attack. She therefore issued a royal decree that there would be a reward for superior castle designs. After watching *Arms in Action: Castles and Sieges* on **The History Channel** and studying historical weaponry, Lorraine's students designed castles that might withstand a medieval siege. Working in groups, they were to consider the duration of a potential siege, the size of a castle needed to house people and animals, appropriate defenses and weapons, and the best location for such a castle. The engineers then traded their designs with another group and developed an attack plan for the rival castle.

For her creative idea, Lorraine Dooley will receive a $500 grant. The Norwich Free Academy receives The History Channel thanks to Charter Communications.

Courting Benedict Arnold

The **A&E** drama *Benedict Arnold: A Question of Honor* provides the springboard for a history lesson developed by Jeffery Pearlman, an eighth grade history teacher at Beachmont School in Revere, Massachusetts. During a unit on the American Revolution, Jeffrey's class will view *Benedict Arnold* to get a sense of the period as well as some of the personalities involved. Primary sources also provide a window into this remarkable story. Students stage an in-class trial, acting as lawyers, judges, and witnesses for each side of a mock court case centered on Arnold's treason.

For his creative idea, Jeffery Pearlman will receive a $500 grant. Beachmont School receives A&E thanks to Comcast.

Paths to Freedom

Did you know that students could learn about math and the Underground Railroad at the same time? Eighth graders in Marcie Abramson's class at Thurston Middle School in Westwood, Massachusetts made connections between discrete math – finding efficient and workable routes – and history by watching *Save Our History: The Underground Railroad* on **The History Channel**. Working with maps of actual routes, students were to find all possible routes to freedom, noting that all routes must only go northward. They also discussed strategizing and number patterns.

For her creative idea, Marcie Abramson will receive a $500 grant. Thurston Middle School receives The History Channel thanks to Comcast.

the idea book for educators

AETV.com/class

Young Entrepreneurs

Students in Joan Killian's consumer economics classes learned about products and marketing in a unit on advertising. The ninth through twelfth graders at Gloucester County Alternative High School in Mt. Laurel, New Jersey first participated in a blind taste test to see whether their personal preferences were based on taste or whether they were affected by advertising. Then, after a close viewing of *Empires of Industry: Cola Wars* on **The History Channel®**, Joan asked her students to invent an original product and explain how they would sell it. They described their products and determined what the age, gender, income and education levels, and geographic location of the target market might be before designing a slogan, advertisement, and marketing strategy to reach their particular market.

For her creative idea, Joan Killian will receive a $500 grant. Gloucester County Alternative High School receives The History Channel thanks to Comcast.

April 1865

Anne Hribar uses **The History Channel** program *April 1865* as an avenue for her junior high school students who are exploring the Civil War at Holy Cross School in Willoughby, OH. Based on the book of the same name by Jay Winik, the documentary helps her students grasp the variety of events and individuals who shaped "the month that saved America." As a group, they watch pertinent clips that Anne finds particularly relevant. Her students also read Irene Hunt's *Across Five Aprils* and use an interactive SMART board, enabling them to view primary sources and participate in online activities with ease. To culminate the unit, her students will create a newspaper dated April, 1865, which will include details of the war, social issues, advertisements, obituaries, and editorials.

For her creative idea, Anne Hribar will receive a $500 grant. Holy Cross School receives The History Channel thanks to Adelphia.

Celebrating Lewis and Clark

Eighth graders in Todd Schreiner's classroom commemorated the bicentennial of the Lewis and Clark expedition with four types of creative projects. The students, appropriately enough, at the Thomas Jefferson Middle School in North Brunswick, New Jersey, watched *The Real West: Lewis and Clark* on **The History Channel**. Then they chose between creating a comic strip focusing on the members of the expedition, making a scrapbook replicating the journals of Lewis and Clark, writing a journal from the perspective of an expedition member, or designing a storyboard demonstrating the expedition's travels from St. Louis to the Pacific and back. Their projects included "artifacts" from the journey, appropriate dialogue, hand drawn and computer generated visuals, and creatively "aged" journals.

For his creative idea, Todd Schreiner will receive a $500 grant. Thomas Jefferson Middle School receives The History Channel thanks to Cablevision.

Can International Cooperation Stop War?

Can students save the world from world war? Greg Matlosz's tenth-grade World History students at West Milford High School in Linden, New Jersey set out to see if they could avert World War I if they went back in time using a United Nations scenario. The students first compared **The History Channel** program *Simon Schama's A History of Britain*, footage of trench warfare, and **BIOGRAPHY®**: *Woodrow Wilson: Reluctant Warrior*. They then broke into small groups to represent countries which they researched in order to understand that country's interests, perspectives, and alliances. Following the rules of the U.N. Security Council, Greg and the "delegates" debated issues and reacted to events as they "unfolded" in the character of the country they represented. After the debates, which covered several class periods, the students wrote a short essay explaining "their" country's position on and involvement in the war.

For his creative idea, Greg Matlosz will receive a $500 grant. West Milford High School receives The History Channel and A&E, thanks to Comcast.

For official contest rules turn to page 11.

A&E classroom presents

A&E classroom presents

the Post Impressionists: van gogh & gauguin

classroom: October 13-14, December 1-2, January 26-27

In the wake of the Impressionist painters' intense focus on light and color, Vincent Van Gogh and Paul Gauguin developed a painting style that expressed a more personal, more spiritual artistic vision. *The Post Impressionists: Van Gogh and Gauguin* profiles the careers of the two men and details the deep impression left by the brief period during which they lived and worked together in the South of France. It raises challenging questions about art, friendship, family, and mental illness but leaves little doubt about the monumental artistic legacy the two men left behind. **A&E Classroom thanks Subaru for their support of our educational materials.**

SUBARU
DRIVEN BY WHAT'S INSIDE

A&E NETWORK

AETV.com/class

the idea book for educators

curriculum links

The Post Impressionists can be used in classes on art, art history, European history, and health science. **Note to Educators:** This program is appropriate for high school students. It contains some nudity, and the narrative involves discussion of prostitution and sexually transmitted diseases. Instructors are advised to preview the program before showing it in the classroom.

objectives

After viewing this program, students should be able to identify the dominant themes and styles of the painting of Vincent Van Gogh and Paul Gauguin, to discuss the major issues and influences in the artists' lives, and the significance of their relationship with each other. In addition, students will also be prepared to discuss the effects of mental illness.

national standards

The Post Impressionists: Van Gogh and Gauguin fulfills the following National Standards for History for grades 5-12: chronological thinking, historical comprehension, historical analysis and interpretations.

discussion questions

Pre-Viewing Questions:
Place Impressionism and Post-Impressionism in historical context.

1. What important historical developments were taking place in the 1870s and 1880s, outside of the fine arts? What changes in politics, technology, and culture did Europeans experience in these years?

2. Who were the Impressionists? Where were they based? How did their work break with earlier traditions of artistic painting? What aesthetic values characterize their work? Clear, straightforward introductions are available at www.impressionism.org.

Critical Viewing Questions:

1. Describe the artistic style known as Post-Impressionism, as expressed through the work of Van Gogh and Gauguin. What characteristics did it share with Impressionism? How did it diverge?

2. Not only does the video trace the lives of the artists over time; it also details their movements in space—geographically—from the rainy streets of Amsterdam to the sunny French countryside to the remote beaches of Tahiti. Do you think geography and climate affect an artist's work? Explain.

BEST COPY AVAILABLE

discussion questions

Critical Viewing Questions (cont'd)

3. What effect did the artistic careers of Van Gogh and Gauguin have on their family lives? Did Gauguin's ultimate success as a painter justify his disregard for his family? Would it matter if, in the end, he had *not* been considered a great artist?
4. How do questions of mental health affect our understanding of Van Gogh's life and art? One art historian in the video urges us to look beyond Van Gogh's illness, arguing that however sick Van Gogh may have been, he was in complete control of his painting. Do you agree or disagree with this distinction? Explain. Are all artists crazy?
5. Discuss how art galleries and dealers affected the lives and careers of the two painters. In what ways did these artists operate outside the recognized institutions of the art world, and in what ways did they belong to this world?
6. During his lifetime, Gauguin struggled to make a living from his paintings, and Van Gogh sold only one canvas while he was alive. Today, however, their works sell for millions—sometimes tens of millions—of dollars. Why are some works of art worthless at one moment and highly valued later? How has the financial value of art in general changed over time? Do you think Van Gogh and Gauguin would be surprised at the large sums paid for their works today?

extended activities

GENERAL:
Draw a line dividing a page in half vertically. On the left, list five characteristics of the paintings of Vincent Van Gogh; on the right list five characteristics of the paintings of Paul Gauguin.

VISUAL ARTS:
Draw or paint a picture in the style of Van Gogh or Gauguin.

LANGUAGE ARTS:
Write as detailed a description as you can about one of Van Gogh's or Gauguin's paintings.

HISTORY/ART HISTORY:
Write a timeline from 1848, the year Gauguin was born, to 1903, the year he died. In one color, write in the major events of Gauguin's life (including the period when he knew Van Gogh), and in another color, important historical events.

SCIENCE/HEALTH:
What would you do if you thought someone you knew—a friend—was mentally ill? Write a short essay describing how you think you would handle the situation. What difficulties do you think you might encounter?

websites&books

websites

The WebMuseum sites for Van Gogh & Gauguin: **http://www.ibiblio.org/wm/paint/auth/gogh** & **http://www.ibiblio.org/wm/paint/auth/gauguin.**

books

Muhlberger, Richard. *What Makes a Van Gogh a Van Gogh?* New York: Viking/Metropolitan Museum of Art, 1993.

Parsons, Thomas and Iain Gale. *Post-Impressionism: The Rise of Modern Art.* Ontario: NDE Publishing, 1999.

In addition, Van Gogh's and Gauguin's own writings are widely available. For example:

Van Gogh, Vincent. *The Letters of Vincent Van Gogh.* Ed. Ronald de Leeuw. London: Penguin, 1998.

Gauguin, Paul. *Noa Noa: The Tahiti Journal of Paul Gauguin.* Mineola, NY: Dover, 1995.

ⓘ For additional resources, visit us online at **AETV.com/class**

SUBARU
DRIVEN BY WHAT'S INSIDE™

Biography**classroom**presents

Fidel Castro: El Comandante

classroom: **September 16, October 20, January 28**

In the years that Fidel Castro has led Cuba, ten different U. S. Presidents have sat in the Oval Office. To his supporters, Castro has been a tireless champion of the poor and downtrodden; to his critics, he stands as a malevolent dictator. *Fidel Castro: El Comandante* traces the life and career of Cuba's longstanding leader and explores the impact of his revolution on Cuba's place in world politics.

national **standards**

Fidel Castro: El Comandante fulfills the following National Standards for History for grades 5-12: chronological thinking, historical comprehension, historical analysis and interpretations.

curriculum links

Fidel Castro: El Comandante can be used in history, politics, and social studies classes. **Note to Educators:** This program is appropriate for middle school and high school students.

vocabulary

Students should identify the following terms. Visit **www.merriamwebster.com** for definitions.

absolve
coup
dissident
embargo
exile
guerilla
quarantine

objectives

After viewing this program, students should be able to identify Fidel Castro as the leader of Cuba since 1959 and discuss the following: U.S.-Cuban relations before 1959 and Cuba's history as an exploited island colony; Castro's emergence as a revolutionary leader; positive and negative changes in Cuba since his rise to power; and the ways Castro's Cuba has been shaped by the Cold War and the persistence of U.S. opposition to his government.

activities

pre-viewing activities

1. In an atlas, locate Cuba on a map. What are its closest neighbors? What are its major crops and natural resources? What is the terrain like?
2. Discuss the background of the Cold War. When was it fought and how? What issues lay at the center of the conflict?

critical viewing questions

1. Just over one hundred miles from the United States, Cuba is roughly the size of Tennessee, with only twice Tennessee's population. Why has the United States focused so much attention on Cuba, going back at least to the late nineteenth century?
2. Describe Cuba's economic and political landscape in 1959, the year Castro came to power. What were Castro's primary goals at that time, and how have his goals and priorities changed over time?
3. In one of his most famous speeches, Castro declared, "Condemn me, it does not matter. History will absolve me." What did he mean by this? What were the circumstances surrounding this speech?
4. How has life changed for ordinary Cubans under Castro?

The Biography Channel
a+e da book for educators
Biography.com/class

activities

critical viewing questions (cont'd)

5. During the Cold War, Cuba was caught between two superpowers. How did Castro take advantage of this position? In what ways was he victimized by it? Was Cuba important to the Cold War? Explain.
6. How did the collapse of the Soviet Union affect Castro and the Cuban economy? What challenges do Castro and Cuba face today?
7. American humorist Calvin Trillin once remarked, "Everything was blamed on Castro. Mudslides in California. The fact that you can't buy a decent tomato anymore. Was there an exceptionally high pollen count in Massapequa, Long Island, one day? It was Castro, exporting sneezes." Why do you think Castro has attracted such bitter and lasting criticism from many Americans? How is it different from the anti-Americanism that many Cubans feel toward the U.S.?

for advanced students

8. How have Castro and Cuba influenced other anti-colonial struggles around the world? Many people, especially outside the United States, have long looked upon Castro as a hero and an inspiration. What do you think he symbolizes to such people?
9. Some critics have argued that rather than securing real independence for Cuba, Castro succeeded only in substituting Cuba's reliance on one foreign power with reliance on another. How did Cuba's relationship with the Soviet Union compare to its pre-revolutionary relationship with the United States? How do you think Castro would respond to this argument?
10. In April 2003, Castro sparked another firestorm of criticism by executing three men who attempted to hijack a boat to Florida. How does this act of political violence compare with repression and violence practiced by other governments? (Give examples from history or from recent events.)

extended activities

1. Divide the class into two groups and stage a debate: Should the United States normalize relations with Cuba?
2. Organize a class project to compare Cuba to another island nation in the Caribbean, such as the Dominican Republic. Research and compare the two countries in the following categories: political stability; education (including literacy rates); health care (including infant mortality and life expectancy rates); freedom of speech, freedom of religion, freedom of the press; and relative independence from the United States.

names & events

Bay of Pigs
Che Guevara
Cuban Missile Crisis
Jose Marti
Mariel Boatlift
Platt Amendment
26th of July Movement

websites

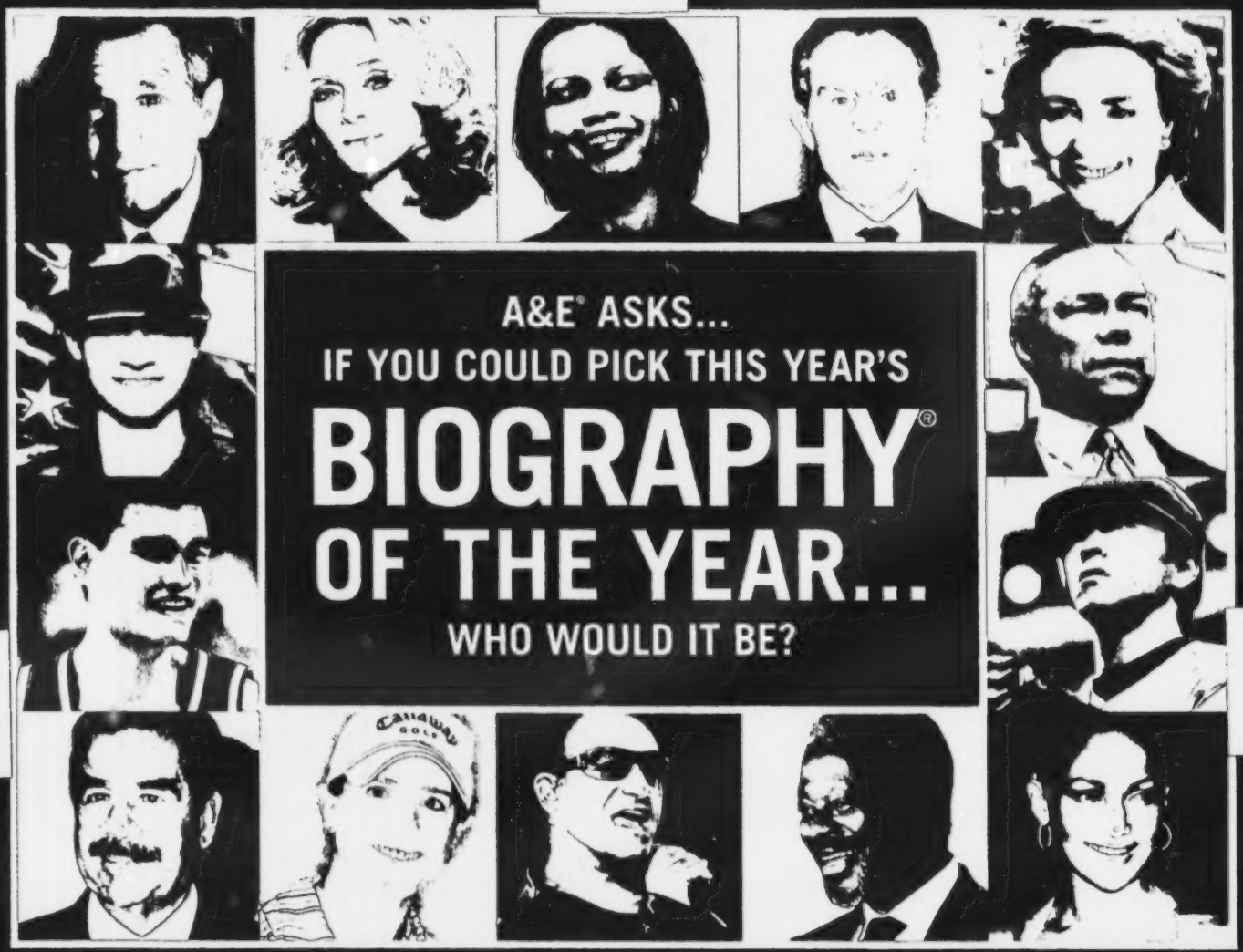
World History Archives – The Contemporary Political History of Cuba **http://www.hartford-hwp.com/archives/43b/index-b.html** – primary documents related to Castro, U.S.-Cuba relations, Cuban history, etc.

Casahistoria: Castro and Cuba - **http://www.casahistoria.net/cuba.htm** – critical essays on Castro, the Cuban revolution, Che Guevara, Cuba in the world, the legacy of the revolution.

www.historychannel.com/classroom

BEST COPY AVAILABLE

THE Biography CHANNEL



A&E® ASKS...

IF YOU COULD PICK THIS YEAR'S

BIOGRAPHY® OF THE YEAR...

WHO WOULD IT BE?

Write in 250 words or less who you think made the biggest impact on the world in 2003 - positive or negative.

GRAND PRIZE: $5000 SCHOLARSHIP

BEST COPY AVAILABLE

A&E® The art of Entertainment™

Biography Log on to AETV.com/class for contest rules and information.

BIOGRAPHY® OF THE YEAR NATIONAL SCHOLARSHIP CHALLENGE 2003 OFFICIAL RULES: NO PURCHASE NECESSARY. OPEN TO U.S. RESIDENTS. VOID IN PUERTO RICO AND WHERE PROHIBITED.

1. **HOW TO ENTER**: Individual students in grades 5-12 as of 9/02/03 may enter the contest by writing and submitting an original essay supporting their choice of an important person that had a significant impact on society between 1/01/03 through 11/07/03 and therefore, should be selected for Biography® Of the Year 2003. The essay must explain whether the impact was positive or negative on society. Essay must be legible and is limited to 250 words or less. Each entry must include the student's name, complete address, zip code, telephone number, age, grade, parent or legal guardian's name, name of teacher, school, school address, and local cable system (if known). Students may send entries to: BIOGRAPHY OF THE YEAR NATIONAL SCHOLARSHIP CHALLENGE, P.O. Box 7616, Melville, NY 11775-7616. Students may enter as often as they wish, but each entry must be a different essay about a different person and mailed in a separate postage-paid envelope. A teacher may submit multiple student entries in bulk, as long as each individual entry contains the required information. Contest ends 11/07/03 and entries must be received no later than 11/14/03. Mechanically reproduced entries are void.

2. **PRIZES**: There will be two grade level prize tiers: 5th-8th grade and 9th-12th grade. One Grand Prize winner and One First Prize winner will be selected for the 5th-8th grade level and one Grand Prize winner and One First Prize winner will be selected for the 9th-12th grade level. Each student winner receives a prize, along with his/her teacher and school.

5th-8th GRADE LEVEL

GRAND PRIZE (1): STUDENT: $5,000 (Awarded in the form of a check). TEACHER: $500 grant to use for Classroom Activities (Awarded in the form of a check). SCHOOL: A&E Television VHS Video Library (At least 8 hours in length. Est. retail value: $200). FIRST PRIZE (1): STUDENT: $2,500 (Awarded in the form of a check). TEACHER: $250 grant to use for Classroom Activities (Awarded in the form of a check). SCHOOL: A&E Television VHS Video Library (At least 8 hours in length. Est. retail value: $200)

9th-12th GRADE LEVEL

GRAND PRIZE (1): STUDENT: $5,000 (Awarded in the form of a check). TEACHER: $500 grant to use for Classroom Activities (Awarded in the form of a check). SCHOOL: A&E Television VHS Video Library (At least 8 hours in length. Est. retail value: $200). FIRST PRIZE (1): STUDENT: $2,500 (Awarded in the form of a check). TEACHER: $250 grant to use for Classroom Activities (Awarded in the form of a check). SCHOOL: A&E Television VHS Video Library (At least 8 hours in length. Est. retail value: $200)

Entries will be judged based on the following criteria: Persuasiveness (1/3). Creativity (1/3). Suitability (1/3). Essays that contain more than 250 words and/or are not legible are not eligible. Winners will be selected by a panel of educators selected by Sponsor whose decisions are final on all matters relating to this contest. In the event of a tie, tied entries will be re-judged based solely on creativity. All prizes will be awarded. Winners will be notified by overnight mail by 12/09/03. All prizes are not transferable; no substitutions are allowed, except by the sponsor who reserves the right to award a prize of equal or greater value if advertised prize is unavailable. Student prizes will be awarded in the name of a parent or legal guardian. All parent/legal guardians of student winners will be required to execute and return an affidavit of eligibility, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner determined. Corresponding winning teachers will be required to complete a prize acceptance form prior to prize award after winning students are notified. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

3. All entries must be the sole original work of the entrant. Judges may disqualify previously published essays or those that have won previous awards or competitions. Entries become the property of A&E Television Networks and will not be acknowledged or returned. Entrants/winners acknowledge and agree that their entries become the property of A&E Television Networks, which thereby has the right to edit, adapt, modify, reproduce, publish, promote and otherwise use entries in any way they see fit. Acceptance of prize by winners and prize recipients constitutes permission to use the winners' and prize recipients' names and likenesses without further compensation, except where prohibited by law. No responsibility is assumed for lost, misdirected, illegible, damaged, postage due or late entries or mail. No information regarding entries or judging will be disclosed.

4. The contest is open to students, grades 5-12, as of 9/02/03, who are legal residents of the U.S. (not including Puerto Rico), except employees and their families of A&E Television Networks, their parent companies, affiliates, subsidiaries, advertising and promotion agencies, public relations agencies and Don Jagoda Associates, Inc. This offer is void in Puerto Rico and wherever prohibited and subject to all federal, state and local laws.

5. For a list of winners, available after 2/15/04, send a stamped, self-addressed envelope by 2/03/04 to: BIOGRAPHY OF THE YEAR SCHOLARSHIP CHALLENGE, P.O. Box 7048, Melville, NY 11775-7048.

6. The sponsor of this promotion is A&E Television Networks, New York, NY.

©2003 A&E Photo Credit: Getty Images, Corbis, AP Images

Using Video in Your Classroom

Tape programs to keep for up to two years.

A&E Classroom. airs commercial-free Monday through Friday 7am to 8am ET & PT and 6am to 7am CT

The History Channel Classroom® airs commercial-free Monday through Friday 6am to 7am ET & PT and 5am to 6am CT

Check local listings for channel number and airtimes in your area.

Programs aired as part of our Classroom block may be videotaped and used in the classroom for up to two years from airdate. The exact length of time that an **A&E Classroom** or **The History Channel Classroom** program may be retained appears on air at the beginning of each program. No other programs telecast should be videotaped for classroom use without express authorization from the copyright holder.

Used wisely, educational video material can spark classroom discussion, connect with hard-to-reach students, and complement the required curriculum in an exciting, fresh way.

Here are some suggestions for setting up a video library:

- Create a filing system using colored stickers and assigning a different color to each subject category: red for performing arts, blue for geography, and so on.
- Write on the colored label the last date that the tape is usable in the classroom.
- Make a note on the label whether support material is available for the program. If so, store videotape together with support material in an envelope so that the whole package is readily available.

Here are some tips to make video a valuable tool for teachers:

- Always reset your timing indicator to "0" before you begin taping. If you are watching the program while you are taping it, make a note of the total running time and the time of any sections to which you may wish to return. That will help you cue the tape to a section you wish to share later on. Clearly label and date the tape. You should preview the tape carefully before presenting it in class.
- Introduce the tape you are about to show. Make sure your students are familiar with the vocabulary and have at least some knowledge of the topic. Pose two or three questions and ask them to watch a few minutes of the video to learn the answers.
- Often a three-or four-minute clip is all you need to ignite your students' interest in the topic. You may dim the lights, but fully darkened rooms are not recommended (for management reasons).
- Guide your students' viewing. Don't be afraid to stop and restart the tape. For example, point out where music may be used to enhance emotion or opinion. In documentaries, help students understand the difference between an opinion expressed by an expert and a fact. This is not always clear to an audience.
- Sometimes, students may benefit from watching a clip twice, at different stages of subject comprehension. They will recognize how much they have learned, which can be very rewarding.
- Video may be used to introduce a new unit, to add insight and depth at the end of a unit, or as a creative springboard for research or other activities.
- For study guides, vocabulary, and activities visit **HistoryChannel.com/classroom** and **AETV.com/class.**

Get to know the A&E Classroom and The History Channel Classroom Calendars.

Featuring program descriptions and airdates, the Classroom Calendars allow you to easily select and plan for upcoming Classroom programs. This format is designed to be completely copier-friendly.

Scan the calendars of upcoming programs. Make notes on those that tie in most appropriately with your curriculum and those for which you want to design special class activities. Mark your calendars for dates and times when you will set your VCR to record the programs.

Coming Soon...

The National Constitution Center

The National Constitution Center, located on Philadelphia's Independence Mall, opened on July 4, 2003. It is the first museum in the world dedicated to honoring and explaining the U.S. Constitution and its relevance in Americans' daily lives through more than 100 interactive and multimedia exhibits, film, sculpture, photographs, text and artifacts. The Center's educational goal is to explore and inspire a broader understanding of our nation and its diverse peoples – *We the People* – in a variety of ways including partnerships and collaborations with national institutions and the development of curriculum materials and programs that align with national standards. The National Constitution Center anticipates that 200,000 school children will visit the museum annually. For more information about the National Constitution Center, or to arrange a group visit, please call 215.409.6600 or visit www.constitutioncenter.org.

The National Constitution Center values its relationship with **The History Channel**®, a partnership which allows the Center's vital role as teachers about the Constitution, its history and what it means to every American today to grow.

America on the Move

AMERICA ON THE MOVE

"America on the Move" will take visitors on a journey though the history of the United States—a history shaped by transportation. Visitors will be transported back in time and immersed in the sights, sounds and sensations of transportation in the U.S. from 1876 to 1999. Among the 300 objects in the 26,000-square-foot show will be a 1950s Chicago Transit Authority mass transit car, the 260-ton, 90-foot-long "1401" locomotive and a 1903 Winton, the first car driven across the United States.

The "America on the Move" curriculum guide will be designed to bring historic images and documents into the classroom. Students will be able to examine immigration and migration across America; the relationship of cities to their suburbs; and the role transportation played in the Civil Rights movement. Activities for grades 4-11 will allow students to develop their map-reading, visual thinking and research skills.

Centennial of Flight

The Air Force created a Centennial of Flight Office to communicate many facets of its history and contributions to airpower, from the earliest beginnings of powered flight to its future in aerospace. In concert with Aware Communications, it is producing an educational curriculum depicting the first 100 years of powered flight. Lesson plans, teacher's guides, posters and quizzes teach different math, social and physical science applications the Wright Brothers used to achieve powered flight. Initial distribution will be to 90,000 teachers across the country. Beyond the centennial year, the curriculum will be available to all educators through the Centennial of Flight website at no cost. The program is designed for grades 6-12 and can be incorporated into basic curricula as a one-to two-week unit.

The USAF Centennial of Flight website presents the latest information on the celebration at www.centennialofflight.af.mil, including centennial and aviation-themed events across the country, important speeches and educational resources.

the idea book for educators
AETV.com/class

AETV.com/class
HistoryChannel.com/classroom

¡HisPanic heritage month!

Join A&E®, The History Channel®, The Biography® Channel and History International™ for a month-long celebration.

Hispanic Heritage Month

Monday, September 15, 2003 through Wednesday, October 15, 2003

Celebrate the rich history and cultural traditions of Hispanic people in America.
Visit AETV.com/cl... and HistoryChannel.com/classroom
for programming information, complementary teaching materials in both English and Spanish, and other useful ideas that pay tribute to Latin culture's countless contributions to American life.

© 2003 AETN. Photo Corbis AP Worldwide. H. Armstrong Roberts

BEST COPY AVAILABLE

A&E CLASSROOM · A&E · THE HISTORY CHANNEL. · THE Biography CHANNEL · INTERNATIONAL · H CLASSROOM

MAKE HISTORY...

★ NEW Club ★
FREE Trial

When you become a CHARTER MEMBER of
THE HISTORY CHANNEL CLUB!

Look at everything you get with your membership:

PLUS —

- *History Prize Giveaways and Getaways*
- *Genealogy.com Discounts*
- *Cash and Prizes for Your Stories, Photos and Tips*
- *And Many More Membership Benefits*

We're making history — building the nation's most complete and respected club for those who love the events, people, legends and lore that shaped America. Try *The History Channel Club* FREE for 30 days and see for yourself what we're all about. When you decide to join, membership dues are only $2 per month (billed annually). But don't send any money now. Just call or log on today to start your no-risk, no-obligation FREE TRIAL Membership.

Call Toll-Free
1-800-247-6767

Or Log On
thehistorychannelclub.com

30-Day FREE TRIAL Membership!

$20 of each year's dues is for one year of *The History Channel Magazine.*

THE HISTORY CHANNEL CLUB

The History Channel, the "H" logo, The History Channel Club and The History Channel Magazine are trademarks of A&E Television Networks. All Rights Reserved.
IM[illegible]001

A&E Television Networks
235 East 45th Street
New York, NY 10017

PRSRT STD
U.S. POSTAGE
PAID
A & E
TELEVISION

the idea book
for educators

A&E CLASSROOM HISTORY CHANNEL CLASSROOM

THE WRIGHT CHALLENGE

COMING IN DECEMBER 2003

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").